

100 YEARS OF
FREE PUBLIC SCHOOLS
IN PENNSYLVANIA

1834

1934

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

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(no. 9)

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PENNSYLVANIA'S EDUCATIONAL CHARTER



FOR EVERY CHILD in Pennsylvania protection of his constitutional right to an education.



FOR EVERY CHILD an understanding, competent teacher.



FOR EVERY CHILD an adaptable educational program—instruction and practice in how to become a competent citizen—training and guidance to do some part of the world's work well—activities for the development of worthy home membership, wise use of leisure time, health, culture, and character.



FOR EVERY CHILD a school term sufficient in length to enable him to profit to the full extent of his capacities from opportunities offered by education.



FOR EVERY CHILD safe, sanitary, hygienic, and properly equipped school buildings and grounds.



FOR EVERY CITIZEN of the Commonwealth provision for a continuing education—to make up for opportunities lost in earlier years and to provide means whereby the individual may adjust himself to new civic, social, and economic responsibilities.

EDUCATION IN A DEMOCRACY

THIS BULLETIN has been prepared in accordance with the Joint Resolution of the Senate and House of Representatives of the Commonwealth of Pennsylvania providing for the observance and commemoration of the one hundredth anniversary of the signing of the Common Schools Law, approved by the Governor May 11, 1931.

With the signing of the Free School Act on April 1, 1834, two fundamental principles of democracy were established:

1. An educated citizenry is essential to successful self-government.
2. It is the obligation of the State to provide for the maintenance of an efficient system of public schools for all children.

The history of education in the Commonwealth during the hundred years since the passage of the Free School Act indicates that Pennsylvania has built worthily upon these principles. Equal progress in the future implies that the desirable educational opportunities that the state now possesses are safeguarded and more fully developed in terms of the changing needs of our people.

In 1934, the centennial of the establishment of a State system of free public schools in the Commonwealth, it is especially appropriate that the blessings and needs of education in the State be stressed; that our citizens, as a whole, take stock of the present educational assets of the Commonwealth and lay the foundations for wise building in the future; that they do honor to the founders, defenders and preservers of free public schools in the State: to Governor George Wolf who urged the passage of the Free School Act, and defended it at the cost of political refection; to Samuel Breck, chairman of the Joint Legislative Committee, reporting favorably on the Act; to Thaddeus Stevens who saved the Free School Act from destruction at the hands of its enemies in the General Assembly of 1835; and to the thousands of faithful teachers, parents, and citizens who have made and are now making the education of our people a successful part of the life of the Commonwealth.

JAMES N. RULE,
Superintendent of Public Instruction

February, 1934

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On the Cover—Pupils of Edison Junior High School, Harrisburg

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1834-1934

A JOINT RESOLUTION

Providing for the observance and commemoration of the one hundredth anniversary of the signing of the common schools law.

WHEREAS, On April first, one thousand nine hundred and thirty-four, will occur the one hundredth anniversary of the signing of the common schools law; and

WHEREAS, The service rendered to the State, through the enactment of that law, has been of such outstanding importance as to make the date of its signing one of historical significance; and

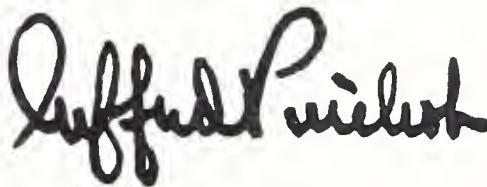
WHEREAS, It is fitting that proper recognition should be given the efforts of Governor George Wolf, Samuel Brecht, Thaddeus Stevens, and the others, who so ardently advocated the enactment of the common schools law; therefore,

SECTION 1. Be it resolved by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, That the Governor of the State of Pennsylvania is hereby authorized to issue a proclamation designating the week beginning Sunday, April first, one thousand nine hundred and thirty-four, as Pennsylvania Education Week, and calling upon the school authorities, teachers, school children, and the people of the State to display the United States Flag and the Pennsylvania Flag during said education week, in honor of the one hundredth anniversary of the signing of the common schools law.

SECTION 2. The Superintendent of Public Instruction is authorized to organize such an educational program as will signally mark the centennial anniversary of the signing of the common schools law, and will visualize the progress that public education has made in the State of Pennsylvania during the one hundred years then completed.

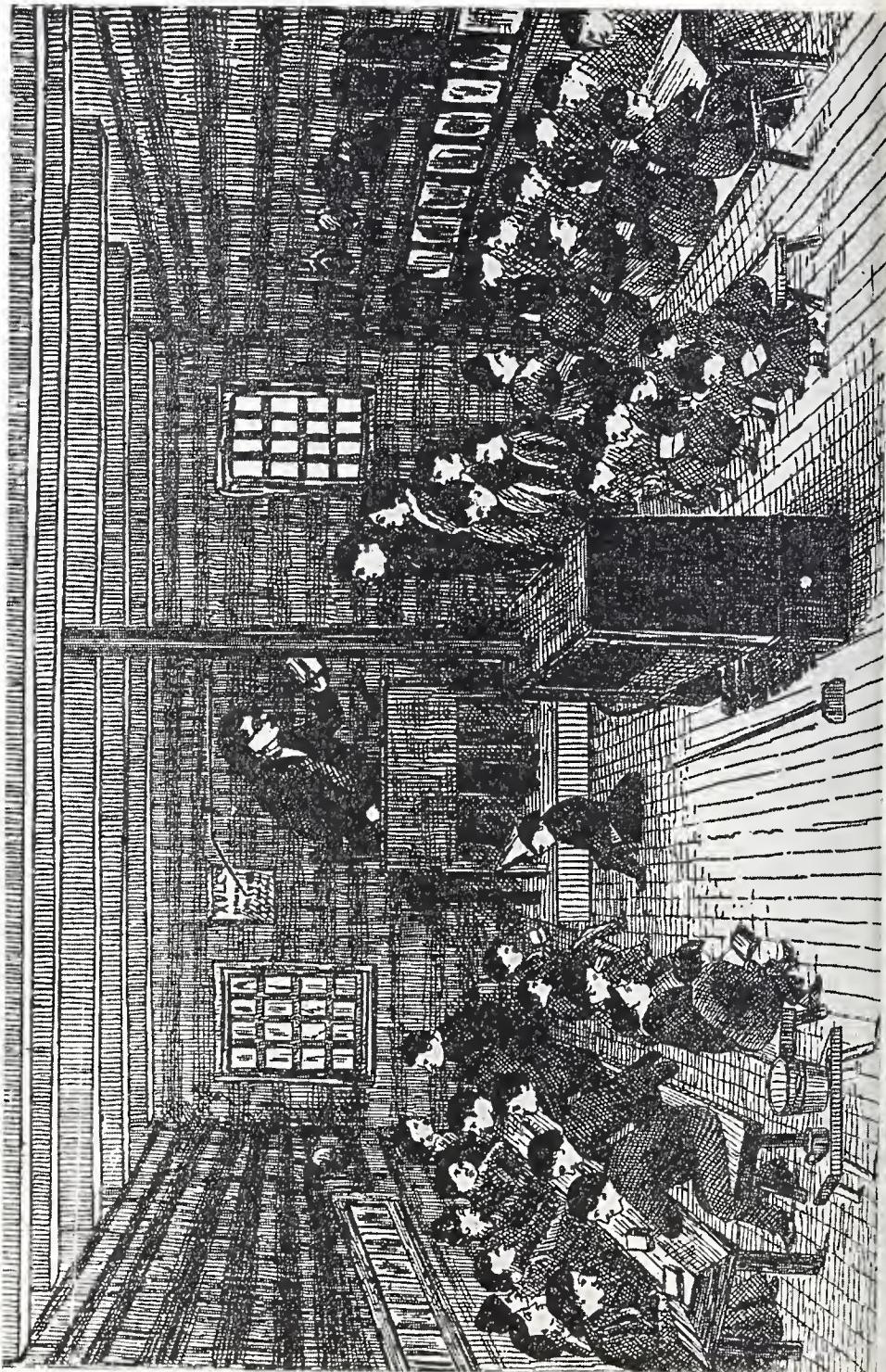
SECTION 3. The Superintendent of Public Instruction shall request the school authorities and school teachers of the Commonwealth so to stress, during the centennial celebration, the educational history of Pennsylvania for the past one hundred years that school children will understand the meaning and significance of the public schools to the people of the State.

APPROVED—The 11th day of May, A. D. 1931.



Gifford Pinchot

Governor of the Commonwealth



ONE HUNDRED YEARS OF FREE PUBLIC SCHOOLS IN PENNSYLVANIA

I

THE STRUGGLE TO ESTABLISH FREE PUBLIC EDUCATION PIONEER SCHOOLS

EDUCATIONAL IDEALS of the earliest Swedish, Dutch and Quaker settlers of Pennsylvania were, in some respects, the superior of the educational ideals that operate in the Commonwealth today.

According to an old chronicle, there was not in the Kingdom of Sweden 1637 a peasant child who could not read or write. This may be an exaggeration, but such records as remain indicate that the percentage of literacy among the youth of Sweden at that time was higher than among some of our so-called progressive nations of today.

Holland was also intensely interested in the education of its people. Wickersham * says that this nation was, without doubt, the first country in Europe "to establish a system of public schools similar to the schools now known by that name."

William Penn's educational ideals, on the other hand, were personal rather than national—the ideals of a highly progressive individual in a country relatively backward from the standpoint of universal education. In short, the following expression of Penn's educational ideals, included in the new Frame of Government passed by the second General Assembly of the Colony, might well be written today:

"And to the end that poor as well as rich may be instructed in good and commendable learning, which is to be preferred before wealth, Be it enacted, etc., That all persons in this Province and Territories thereof, having children, and all the guardians and trustees of orphans, shall cause such to be instructed in reading and writing, so that they may be able to read the Scriptures and to write by the time they attain to twelve years of age; and that then they be taught some useful trade or skill, that the poor may work to live, and the rich if they become poor may not want: of which every County Court shall take care. And in case such parents, guardians, or overseers shall be found deficient in this respect every such parent, guardian or overseer shall pay for every such child, five pounds except there should appear an incapacity in body or understanding to hinder it." (Charters and Laws of the Province of Pennsylvania, 142.)

A realization of these ideals was, however, retarded by differences in language, church affiliations, national sympathies and the exigencies of pioneer life. The Dutch and Swedes, while limited in number, sought to preserve the language, habits and religious affiliations of their mother countries. The various German sects clung tenaciously to the language, customs and religion of their forefathers. The educational ideals of the Quakers were cast in terms of the English language and the Quaker church. So, too, the services of the young were important in cultivating the land and in the other occupations common to the establishment of new homes in a newly settled country. In short, tradition and circumstance dictated to make the educational ideals of our forefathers difficult of at-

* James P. Wickersham. A History of Education in Pennsylvania.



ONE OF THE EARLY OCTAGONAL "EIGHT SQUARE" SCHOOL HOUSES

tainment. Progress necessarily was slow. Language and church barriers had to be overcome, the aspirations of self-centered groups merged in a unit operated for the common good, and the vicissitudes of pioneer life mitigated. Free public schools were not established until 1834, more than one hundred and fifty years after William Penn landed at New Castle.

SOME EARLY TYPES OF SCHOOLS

In the meantime, parents provided such education for their children as they wished or found convenient. In the more densely settled communities, church schools were established with the local minister in charge and frequently acting as teacher as well as pastor. In sparsely populated areas, various types of schools operated. The most common type of school was the "pay" or subscription school. For the most part, schoolhouses for such schools were built by the contributions of those interested. The cost of maintenance and the salary of the teacher was provided the same way or more often through regular tuition charge. It is estimated that when the Free Public School Act was passed in 1834, there were at least 4000 schoolhouses in the State built by volunteer contribution. Wickersham says:

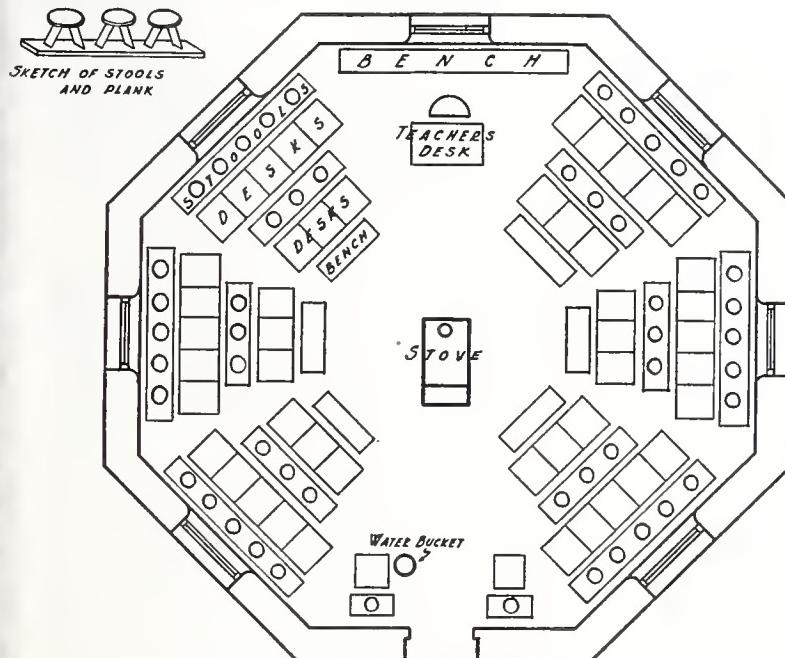
"Without any controlling law on the subject and, therefore, necessarily without system, prompted by the wish to obtain at least some education for their children, and limited always by the scanty means at their command our fathers built schoolhouses, employed teachers and sent their children to school as best they could, and the wonder is not that under the circumstance so many sections of the country were poorly supplied with schools, but that education was so general."

Most of the early schoolhouses in Pennsylvania consisted of one room and were built of logs with a sprinkling of natural stone and an occasional school of brick. In a majority of cases, the building was a simple oblong although other types were found. The early schoolhouses in Chester County, for example, were sometimes built in an octagonal form and were called "eight-square" schoolhouses. Windows were placed on several

desks and a door occupied the eighth side. Desks for the larger children were placed against the walls around the room. Pupils sitting at the desks, therefore, faced the light. The smaller children occupied benches without backs in the middle of the room. An early report states that "a desk for the teacher, a huge stove in the middle of the room, a bucket and what was called the 'pass,' a small paddle having the words 'in' and 'out' written on its opposite sides, constituted the furniture of the room." Such a school was among the better types. This was particularly illustrated in the fact that the "windows were of glass."

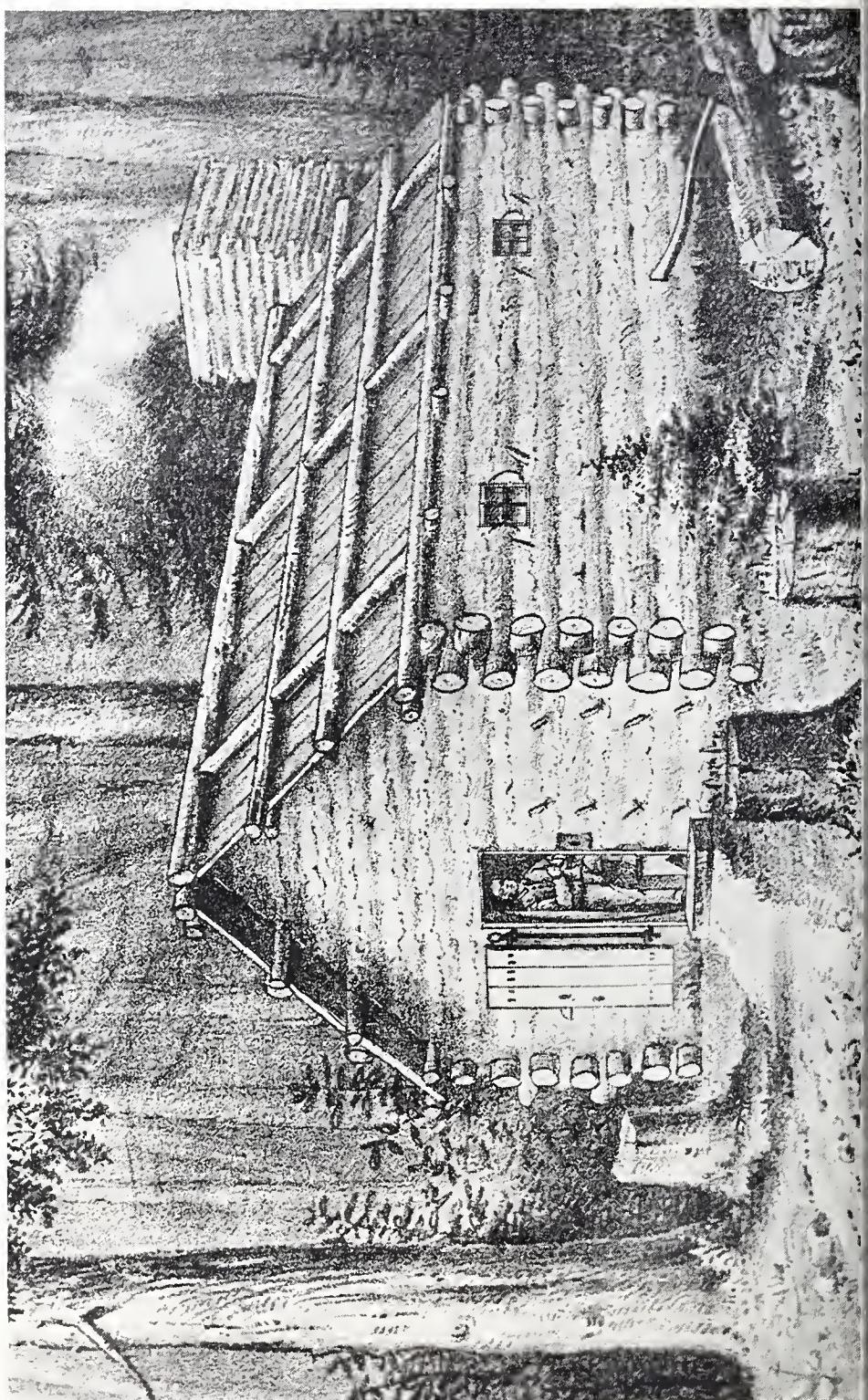
Early schoolhouses in Mercer County are reported as "round, log cabins." Poles were drawn across overhead and brush placed on the poles and covered with earth. Above this a clapboard roof was held down by weight poles. The floors of the poorer types of schoolhouses were the packed earth. Some of the better classes had puncheon floors. For light, oil was lifted out of the poorer buildings and newspapers greased and stoked over the opening.

In short, the schoolhouses of the early period were for the most part, crude, uncomfortable and poorly lighted and heated. Books were few and were printed in the language of the neighborhood. As a matter of fact, the English language became the common language of the schools of the state within comparatively recent years. In large areas, the German language persisted as the only language spoken or understood. An illustration of the degree to which German was accepted as at least a quasi-official language is found in the fact that Governor Wolf's message to the legislature in 1833 was ordered printed in English and German, 1000 copies in English and 500 in German.



FLOOR PLAN OF AN EIGHT-SIDED SCHOOL HOUSE

This plan intended that pupils face the center of the room but in most school houses of this type the desks and benches were arranged so that pupils faced the walls and windows.



UDIES LIMITED

In the earlier schools, reading was the only branch regularly taught. When instruction in writing was first introduced, it was confined wholly to boys, as such an acquirement was deemed unnecessary for girls. Geography and grammar received scant attention in the earliest church neighborhood schools and were taught as distinct branches only to a very limited extent before the adoption of the common school system.

Little was done in arithmetic beyond "sums" dictated by the teacher. The horn book was probably used although there is no direct evidence as to this. The *New England Primer* was published in Philadelphia for use in the schools, with its picture of the burning of John Rogers at Smithfield in 1754, followed to the stake by "his wife with nine small children and one at the breast." Slates and pencils did not come into use until after the Revolutionary War, and blackboards as an article of school apparatus are much more modern. Free texts were not introduced until 1933.

ACHERS POORLY PREPARED

Teachers were frequently barely removed from illiteracy. So, too, the modern philosophy of kindness to children in the school operated far less than a belief in the efficacy of the rod. A majority of the teachers were men to whom manual occupations did not appeal and whose backgrounds and habits prevented them from securing clerical or similar positions. Many of them were itinerant schoolmasters without families or fixed residence, keeping school wherever opportunity offered. The salaries of early teachers were what might be expected, considering the poor quality of teaching. On the other hand, the quality of the teaching was as truly what might be expected considering the salaries that teachers received. Schools were open only two or three months in the year. Salaries seldom amounted to more than \$10.00 or \$12.00 a month and frequently to not more than half of these amounts.

The teacher "boarded around" and not infrequently received, in lieu of money, contributions in food or other commodities. Wickersham says that in addition to all this, the schoolmaster, except in the best organized church schools, had no assured social position, that "he was a man, unrecognized among the positive forces of society outside of his own narrow sphere and unwelcomed by men of affairs in business or practical circles." He adds, "The wonder is that under these circumstances, among the schoolmasters of the past, anyone could be found with a single talent or spark of ambition."

In spite of the discouraging circumstances that prevailed, we find a number of schoolmasters of the period who were scholarly, devoted to their cause, kindly and forward-looking. Many of these, including Wolf, free school Governor, and Thaddeus Stevens, the great defender of the Free School Act, gave up teaching for other occupations. Others continued to work as teachers.

THE OLD SCHOOLMASTERS

Old records show that the earliest act of provincial authorities in regard to the actual establishment of a school occurred in 1683, and that



GOVERNOR GEORGE WOLF

Enoch Flower, who f twenty years had be employed as a teacher England, opened the school "in a dwelling built of pine and cedar planks." Little is known of his methods or personality. In 1701 a school was established by the Friends at Germantown. Francis Daniel Pastorius was the first school master, and Wickersham says that "Germantown has probably never since had one more learned," adding that he was "master of seven or eight different languages, ancient and modern, as well as deeply versed in science and philosophy."

Great teachers were also found among the Germantown masters, among them Christopher Dock, who taught some fifty years

the Skippack. Dock was a Mennonite and his school was mostly patronized by Mennonites and other Plain German people. His school as a schoolmaster became widely known and Christopher Sauer, Germantown publisher, sought to obtain from him a description of school work for publication. Dock was so modest that although he prepared the manuscript, he gave it to Sauer only with the understanding that it should not be printed during the writer's lifetime. After Dock's death, the manuscript was published. Only two or three copies of the original edition are known to exist. In a prefatory note Dock says that he engaged in teaching in order that he might "erect something to honor of God and the benefit of the young." In 1908, Martin G. Brumbaugh, then Superintendent of Schools, Philadelphia, and later Governor of Pennsylvania, published *The Life and Works of Christopher Dock*. This volume includes Dock's pedagogical writings in the original German with an English translation.

The Lancasterian system was introduced in the later pioneer schools. This system was first organized by Joseph Lancaster in London. Lancaster, a member of the Society of Friends, opened a school in his father's house for the poor children of the neighborhood. His school rapidly enlarged and required a more suitable building. Few of the pupils were able to pay for their instruction and Lancaster was too poor to employ other teachers. He, therefore, conceived the plan of using some of the pupils as monitors to instruct others. A thousand children are said to have been

a times in attendance, all
tight by monitors under
the supervision of Lan-
cster. Thus, a type of in-
struction was carried on at
little cost. The latter feat-
ure carried a strong appeal
and the system was intro-
duced into Philadelphia.
Vickersham says that
doubtless "the Lancasterian
schools served the good
purpose of hastening the
adoption of the free school
system, by gradually pre-
paring the way for the
heavy taxation the support
of such a system neces-
sarily incurs," and that
they awakened thought
and provoked discussions
on the question of educa-
tion in all its aspects, the
result of which was a more
enlightened public senti-
ment on the subject."



THADDEUS STEVENS

THE FREE PUBLIC SCHOOL ACT

"PAUPER" SCHOOLS

Some spark of the ideals of the original settlers continued to burn. Gradually a demand for better things grew. Intelligent parents wished better educational opportunities for their children. Socially minded individuals demanded that the brand of pauperism be removed from those children whose parents could not afford to pay for their schooling. These ambitions and ideals found expression in the Free School Act of 1834. The Act of 1809 required each county to provide free education for "all children between five and twelve years of age, and whose parents are unable to pay for their schooling." This meant that parents must declare themselves to be "paupers" in order that their children might attend the local schools at the expense of the county. Many parents who were unable to pay the tuition charges refused to assume the stigma of "pauper." Consequently large numbers of children did not have an opportunity to attend school. The Secretary of the Commonwealth reported in 1832 that only 17,467 children had been reported as entitled to receive free education. In a report of the Committee on Education of the House of Representatives, 1830-1831, it was estimated that "of four hundred thousand children between five and fifteen years of age, more than two hundred and fifty thousand have not been in school during last year."

No. 180.**House of Representatives File.****Re-Printed with the Amendments from Senate.**

READ MARCH 20, 1834.—HAMILTON & SON, PRINTERS.

AN ACT to establish a General System of Education by Common Schools

1 WHEREAS it is enjoined by the constitution as a solemn duty which
2 cannot be neglected without a disregard of the moral and political safety of
3 the people. *And whereas* the fund for common school purposes under the ac-
4 tion of the second of April one thousand eight hundred and thirty-one will on the
5 fourth of April next amount to the sum of five hundred and forty six thousand
6 five hundred and sixty-three dollars and seventy-two cents and will soon
7 reach the sum of two millions of dollars when it will produce at five per cent
8 ~~an increase~~^{trust} of one hundred thousand dollars which by said act is to be paid for
9 the support of common schools. *And whereas* provisions should be made by
10 law for the distribution of the benefits of this fund to the people of the re-
11 spective counties of the commonwealth

12 Therefore

1 SECTION 1 *Be it enacted by the Senate and House of Repre-
2 sentatives of the Commonwealth of Pennsylvania in General Assembly
3 met and it hereby enacted by the authority of the same* That
4 the city and county of Philadelphia and every other county in this common-

**FACSIMILE OF THE FIRST PAGE OF THE HOUSE BILL WHICH BECAME THE
LAW ESTABLISHING PENNSYLVANIA'S FREE PUBLIC SCHOOLS**

MESSAGE OF THE ACT

At the opening of the 1833-34 session of the General Assembly, Governor George Wolf said in his message, "It is time, fellow citizens, that the character of our State be redeemed from the state of supineness and indifference under which its most important interest, the education of its citizens, has so long been languishing." Samuel Breck came as a Senator from Philadelphia to the 1833-34 session of the General Assembly. He is a man of wealth and had very definite convictions regarding free public schools. He was quoted as having said that the only reason he accepted the Senatorship was to help the free school movement. Through his efforts a Joint Committee on Education was appointed. Under his guidance as chairman, this committee drafted a bill to establish a system of public schools. It passed both Houses almost unanimously and became effective the following fall.

POSITION TO FREE SCHOOLS

The seeming unanimity of opinion expressed by the legislators was not shared by the people. Several religious denominations vigorously opposed the Act. They were not opposed to education. On the contrary, they had established hundreds of schools in connection with their churches. They believed, however, that secular education should be closely tied-up with religious instruction. Many people speaking the German language feared these schools as an enemy to their beloved mother tongue. Others argued that the education of the masses was dangerous, and claimed that "free schools would furnish the hot-beds wherein idle drones too lazy for honest labor would be reared and maintained." Not infrequently, opposition to the Free School Act expressed itself in a type of frenzy. Fathers and sons took opposite sides. Brothers became deadly enemies. Candidates for re-election to the Legislature were accepted or rejected on a basis of their attitudes toward the Free School Act. Without doubt, a majority of the men elected to the Legislature of 1834-35 went to Harrisburg to undo the school legislation of the preceding term.

THE DEFENSE OF THE FREE SCHOOL ACT BY THADDEUS STEVENS

The fight was bitter, both in the Senate and the House. The Senate passed the bill repealing the law of 1834. A terrible battle waged in the House. All seemed to be lost when Thaddeus Stevens, a member from Adams County, rose in its defense. Wickersham says:

"Competent judges of all parties who witnessed the fight agree that had he not stood like a rock furnishing shelter and imparting strength to the free-school combatants, and bidding defiance to the fiercest of those who would have struck them down, the law of 1834 would have been swept from the statute book or been saved only by a veto from the Governor, and the day of universal education in Pennsylvania might have been indefinitely postponed."

The following extract from his speech is as true today as in 1835, and will be true as long as our democracy endures:

"If an elective republic is to endure for any great length of time, every elector must have sufficient information, not only to accumulate wealth and take care of his pecuniary concerns, but to direct wisely the Legislature, the Ambassadors, and the Executive of the nation; for some part of all these things, some agency in approving or disapproving of them, falls to every freeman. If, then, the permanency of our government depends upon such knowledge, it is the duty of

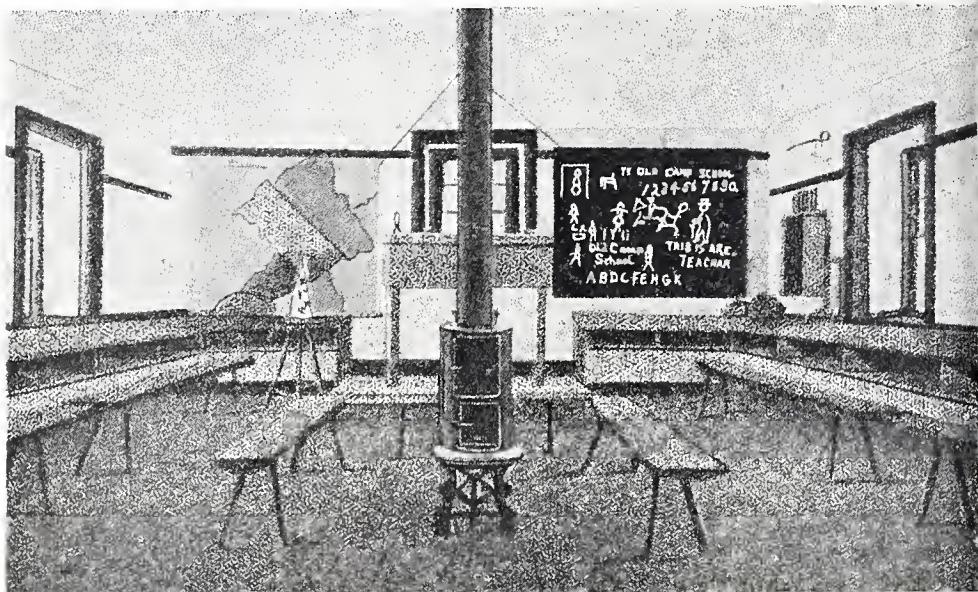
government to see that the means of information be diffused to every citizen. This is a sufficient answer to those who deem education a private and not a public duty—who argue that they are willing to educate their own children, but not their neighbor's children."

In short, the entire speech rang with facts that could not be disputed and with a fervor that struck fire. The tide turned and the bill passed the House by fifty-five yeas to thirty nays. With a few unimportant amendments, it passed the Senate as reported by the House. Free public education was saved. Significant extracts from this law follow:

"Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same, That each of said districts shall contain a competent number of common schools, for the education of every child within the limits thereof, who shall apply, either in person or by his or her parents, guardian or next friend, for admission and instruction.

"Whereas, manual labour may be advantageously connected with intellectual and moral instruction, in some or all of the schools it shall be the duty of the school directors to decide whether such connection in their respective districts shall take place or not; and if decided affirmatively, they shall have power to purchase materials and employ artizans for the instruction of the pupils in the useful branches of the mechanic arts, and, where practicable, in agricultural pursuits.

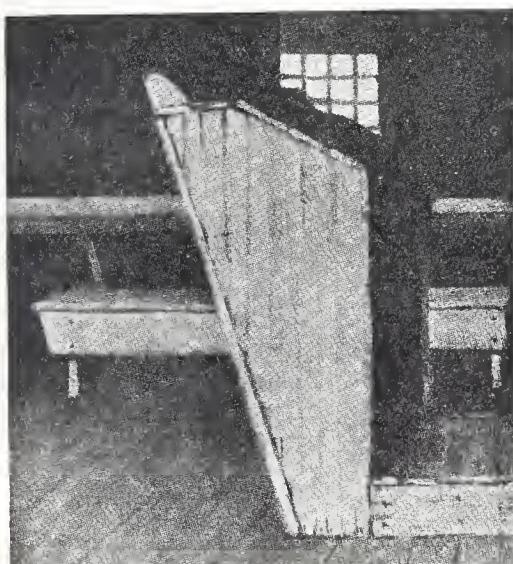
"The Secretary of the Commonwealth shall be superintendent of all the public schools established by virtue of this act."



INTERIOR OF THE OLD CAMP SCHOOL HOUSE AT VALLEY FORGE

VOTE BY COUNTIES OF THE ACCEPTANCE OR REJECTION OF ACT OF 1834

Counties	No. of Districts	No. Accepting	No. Rejecting	No. not Represented	No. not Returned	Counties	No. of Districts	No. Accepting	No. Rejecting	No. not Represented	No. not Returned
Lambs	17	7	9	1	1	Lebanon	9	9			
Allegheny	29	25	2	1	1	Lehigh	14	2	11	1	
Armstrong	15	9	2	2	2	Luzerne	31	23	3	5	35
Caver	18	14	1	1	2	Lycoming	35				
Dford	20	10	3	2	5	McKean	9	9			
erks	34	3	30	1	2	Mercer	17	16			1
adford	29	23		4	2	Mifflin	7	6			1
icks	30	8	17	5		Montgomery	32	1			31
atler	14	12		2		Northampton	27	9	10	8	
umbria	9	6	1	1	1	Northumberland ..	12	6	5		1
entre	18				18	Perry	12	6	3	1	2
ester	44	17	27			Pike	9	6		3	
earfield	17	8	9			Potter	15	11		4	
lunibia	15				15	Schuylkill	16	4	9		3
rawford	27	26		1		Somerset	15	4	10		1
umberland	18	13	3	1	1	Susquehanna	22	21			1
auphin	17	2	11	3	1	Tioga	21	18		2	1
elaware	21	17			4	Union	14	2	12		
rie	22	17		1	4	Venango	20	16	1		3
ayette	19	19				Warren	14	14			
ranklin	15	11	3	1		Washington	27	18	5	3	1
reene	14				14	Wayne	16	13	1	1	
untingdon	21	10	8		3	Westmoreland	21	10	10		1
ndiana	13	7	3	3		York	29	7	20		2
fferson	8	6			2	Total	987	502	264	57	164
Aniata	9	6	1	1	1						
ancaster	30	14	15		1						



A TEACHER'S DESK



LESSON XL.

fox	live	holes	bod-y
nose	hide	geese	sharp-er
ears	have	woods	chick-ens
farm	catch	shape	them-selves

THE FOX.

The fox is like a dog in the shape of his bod-y; but his nose is sharp-er than the nose of a dog; and his ears stand up like the ears of a cat. Fox-es live in the woods, and have holes, in which they hide them-selves.

A fox will eat chick-ens and geese from a farm yard, if he can catch them.

LESSON XLI.

eye	like	ligh e	world	a-sleep
are	star	show	sound	won-der
sky	dark	when	which	win-dow
dew	peep	spark	nev-er	twin-kle

THE LIT-TLE STAR.

TWIN-KLE, twin-kle, lit-tle star,
How I won-der what you are;
Up a-bove the world so high,
Like a dia-mond in the sky.

When the bla-zing sun is set,..
And the grass with dew is wet,
Then you show your lit-tle light:
Twin-kle, twin-kle, all the night!

Then if I were in the dark,
I would thank you for your spark:
I could not see which way to go,
If you did not twin-kle so.

And when I am sound a-sleep,
Oft you through my win-dow peep,
For you nev-er shut your eye,
Till the sun is in the sky.

A CENTURY OF EDUCATIONAL PROGRESS

THE ELEMENTARY SCHOOL

ELEMENTARY SCHOOLS of the Commonwealth made great progress since the adoption of the Free School Act. With the passage of time, the original intentions of this law have been developed and enlarged. The rights of the child have been recognized as superior to incidents of birth or to parental indifference or greed.

FREE SCHOOLING FOR ALL

Under the present law, every child between the ages of eight and sixteen years and every migratory child between such ages is required to attend a day school in which the common English branches are taught in the English language, and every parent, guardian or other person having control or charge of any child or children between the ages of eight and sixteen years, is required to send such child or children to a day school in which the common English branches are taught in the English language; and such child or children shall attend such school continuously through the entire term during which the public elementary schools in their respective districts shall be in session (Section 1414, School Laws of Pennsylvania, 1931).

THE CURRICULUM

The child's right to health care and a cultural and ethical, as well as academic education has also been recognized with the passage of years. Medical inspection, physical training, physiology and hygiene, music and art, instruction in humane and safety education, are included among the bases of education now operating under the law. In short, the provision for free public school education has seen elementary education in the State grow from a reluctant recognition of the right of the child to literacy, to a realization of the obligations of a democracy for the care, welfare, and future happiness of its youth.

INCREASE IN NUMBER OF SCHOOL DISTRICTS

According to a table given by Wickersham, during the first year that the free school system was in operation, only 536 districts operated under the provisions of the Act, with approximately 371 non-accepting districts. It was not until 1874 that the last of these school districts accepted the provisions of the Act of 1834. At the present time, there are 2585 school districts giving to their children an opportunity for a free education. According to the reports of the Superintendent of Common Schools, in 1835 there were about 32,544 pupils enrolled in elementary schools in the districts supporting free schools outside of Philadelphia. In 1931-1932 the enrollment in the elementary schools of the State exceeded 1,467,269. The spirit of the elementary school has changed as drastically. The interests of the child are stimulated and fed. The traditional hatred of the child for the teacher has disappeared. Likable teachers surrounded

by happy children have taken the place of the master with rod in hand and the rebellious and weeping child.

THE KINDERGARTEN

With an appreciation of personality as a constant growth beginning with the birth of the child, the extension of the elementary school downward was a logical step. Froebel's Kindergarten for Children from four to six years old was the natural answer to this interest.

The kindergarten as a private school was occasionally found in Pennsylvania previous to 1876. In this year, Miss Ruth Burritt conducted a kindergarten at the centennial of national independence held in Philadelphia. Much interest in early education was stimulated, and in 1877 she established a kindergarten and a training class in that city. For many years, however, the kindergarten was usually organized and directed by public Kindergarten Associations. For example, the Sub-Primary School Society of Philadelphia was organized in 1881 and a Pittsburgh and Allegheny Association in 1892. In 1887 the maintenance of thirty kindergartens in Philadelphia was assumed by the Board of Education. In 1891 public kindergartens were opened in Pittsburgh. As early as 1897 the laws of the State provided permission for the establishment of kindergartens. In 1926, the State Department of Public Instruction organized a division of Kindergarten and Elementary Education.

KINDERGARTEN LAW

The kindergarten law of 1931 superseded previous kindergarten law. It probably has no superior among the states of the nation. This law is as follows:

"The board of school directors of each school district of the first, second, third, and fourth class may establish and maintain kindergartens for children between the ages of four and six years. When established, the kindergartens shall be an integral part of the elementary school system of the district."

The outstanding characteristic of this law is the fact that when established, the kindergarten becomes an integral part of the elementary school system. Thus, in Pennsylvania, any right to district or State aid enjoyed by the elementary school or the pupils in these schools, is also granted to kindergartens and the children in these schools.

PRESENT STATUS

Historical and other conditions have united to prevent the early growth of the kindergarten in Pennsylvania. At the present time, there are 54 public kindergartens in the State, with 37,442 children and 599 teachers. With the present favorable kindergarten law, and a growing realization of the value of early education, both from the ethical and academic point of view, the outlook for kindergarten extension in the State is most encouraging.

SECONDARY EDUCATION

The first school in Pennsylvania recognized as of secondary grade appears to have been the William Penn Charter School, organized in Philadelphia in 1689. Some historians, however, regard the school es-

abished by Christopher Taylor on Tinicum Island, Delaware County, in 1684, as the first secondary school.

From the middle of the eighteenth century academies were established throughout the State by groups of local citizens or by religious denominations. The most notable of these was the Philadelphia Academy which was organized through the efforts of Benjamin Franklin who drew up a set of "Proposals" for its establishment. This institution later became the University of Pennsylvania. Some of these academies were later acquired by local school boards and operated as high schools; others grew to be institutions of collegiate grade; others were discontinued. At various times the General Assembly made appropriations to aid these institutions but the practice was discontinued after 1843.

Prior to 1890, secondary education in Pennsylvania was carried on largely by academies. They were attended by many of our present outstanding men in State and national life. There were four types of academies incorporated by the Legislature of Pennsylvania: the county academy, the semi-county academy, the community academy, and the denominational academy. Academies were established also under authority of county courts. Between 1780 and 1869, 155 academies were chartered by the Legislature. Eleven of these charters were issued before 1800. The county courts did not begin to issue charters until 1840. In the decade, 1840 to 1849, seven academies were chartered. The total number of academies chartered by the county courts is 178.

Only a few of the old non-sectarian academies survive today. Among these are Germantown Academy, chartered in 1760; Harrisburg Academy, 1784; Franklin and Marshall Academy, 1787; Bellefonte Academy, 1805; Chestnut Hill Academy, 1861; Keystone Academy, 1868; York Collegiate Institute, 1873; and Kiskiminetas Springs School, 1888.

GROWTH OF SECONDARY EDUCATION

The growth of the public high school was slow. In 1860 there were six public high schools in the State. Beginning in 1887 the Legislature passed general laws authorizing the establishment of high schools. In 1890 there were 180 high schools. By 1920 the number had increased to 1017 and in 1933 there were 1215 high schools. The number of two-year and three-year high schools has decreased from 636 in 1909 to 154 in 1933. A few of these schools have developed into junior high schools; a number have developed into four-year high schools; and some have been discontinued.

The junior high school movement, which had started in the United States previous to 1900, was well established in Pennsylvania by 1922, with 64 accredited junior high schools in 1925, and 175 junior high schools in 1933. Approximately 500,000 pupils are now enrolled in Pennsylvania's 1200 high schools.

VOCATIONAL EDUCATION

Vocational education in Pennsylvania, including agriculture, home economics, and industrial education had its inception in the Frame of

Government of William Penn which prescribed: "That all children within the Province.....shall be taught some useful trade or skill, to the end none be idle, but the poor may work to live and the rich, if they become poor, may not want."

The industrial revolution had a very pronounced effect on apprenticeship as it had been introduced from the European countries to Pennsylvania. Comparatively little progress had been made in the development of industrial education until the Centennial Exhibition in Philadelphia in 1876. The Russian Government had exhibited the work of the apprentices.



THIS IS BELIEVED TO BE THE OLDEST CONTINUOUSLY USED PUBLIC SCHOOL BUILDING IN PENNSYLVANIA

In Strasburg Township, Lancaster County. It was started in 1815, supported by community families until 1834. School sessions have been conducted within its sandstone walls each year for 119 years.

tices for the Russian railways. This exhibit of well organized work attracted wide attention, not only in Pennsylvania but throughout America.

PROVISION UNDER THE LAW

The work in the schools of Germany and France and this exhibit caused the development of shops in engineering colleges in Pennsylvania, followed by the organization of technical high schools and manual training schools.

In 1913 the Showalter Act was passed providing for State vocational aid for agricultural, home economics and industrial education.

In 1915 the Coxe Child Labor Act was passed which provided for the general continuation school.

In 1917 the Pennsylvania Legislature accepted the provisions of the Federal Smith-Hughes Law granting Federal aid for the promotion of vocational education. This Act stimulated and definitely inaugurated the present program of vocational education.

The passage of the Federal George-Reed Act provided for additional funds for agricultural and home economics education. It furnished the opportunity to meet the needs of home economics education more definitely consistent with modern social needs.

AGRICULTURE

General agriculture as a subject of instruction in high schools was introduced in Pennsylvania about 1910. The instruction of agriculture on a vocational basis in Pennsylvania began in 1913 in five high school centers. By 1933 this program had grown to the point that agriculture was taught on a vocational basis with an enrollment of 6500 farm boys.

General agriculture is now being offered to farm boys of pre-high school age on a junior project basis. Approximately 5000 of the older elementary school boys receive some of this training annually.

The provisions of the Federal Smith-Hughes Act were accepted by Pennsylvania in 1917. This Act provides Federal funds to districts maintaining certain types of vocational education including agriculture. These federal funds supplementing State vocational funds have greatly encouraged vocational education in Pennsylvania.

In 1919 supervisors of agriculture were appointed in three counties. In addition to supervising the work of the Departments of Vocational Agriculture in their respective counties, they have taught vocational agriculture in the rural high schools of their counties. In 1933, there were twenty counties with county vocational education advisors. These supervisors taught vocational agriculture in 122 centers which had a total enrollment of 1671 farm boys.

HOME ECONOMICS

At the present time fifty percent of the high schools in the State offer some form of home economics education. There are two types—general and vocational. For the most part, general home economics is organized on a required basis in the junior high school and in some cases in the senior high school on an elective basis. Vocational home economics is available to high school girls between fourteen and twenty years of age and to girls, sixteen years of age or more, as well as women in part-time and evening classes. The differences between the two types of home economics education include the amount of time and school credit given to the work, types of units of instruction and objectives.



CHILD DEVELOPMENT UNIT
Homemaking Cottage Living Room, Hatfield Public Schools

Among the more recent developments are the extension of the program to small rural communities through the services of the county home economics education advisors, classes for boys in both rural and urban high schools, home contacts and home visiting as a part of the home project program in vocational homemaking, units on leisure time activities and vocations other than homemaking, and finally the development on the part of the State Congress of Parents and Teachers and the State Federation of Pennsylvania Women of a state-wide interest in promoting a homemaking education program in the public schools and in these clubs.

With this progress has come a continual revision of the teacher training program to prepare teachers to meet constantly changing living conditions and needs.

The present emergency finds home economics teachers and classes rendering community service by cooperating with county and local relief organizations, by carrying on such activities as food conservation, planning and preparing low cost nutritious meals, giving demonstrations in the effective use of food orders, care and remodeling of clothing, making new garments, collecting clothing for needy families, and helping to improve home life in general.

INDUSTRIAL ARTS

At the present time, Pennsylvania is teaching a total of sixty-nine different trades and industrial occupations in day, evening and part-time classes.

Three hundred and fifty school districts are offering industrial arts work in Pennsylvania, and close to 200,000 students are being taken care of in such classes. The activities offered in industrial arts work have been extended to include approximately twenty-eight activities. This has been made possible through the organization of the general shop, particularly in the smaller districts.

Thirteen thousand boys and girls are enrolled in unit trade courses taught in the public schools.

The continuation school, which at one time numbered more than 49,000 students, has practically served its purpose. The enrollment today is about 1000 students.

Plant training classes for adult workers are being developed and a variety of types of vocational industrial extension courses are being offered in the schools and industries under supervision of the schools.

HIGHER EDUCATION

The service rendered by our institutions of higher education is distinctive and far-reaching. Skilled persons are provided for the professions, trained men and women for business, commerce, and industry, and professionally prepared teachers for the schools. In short, the influence of our colleges and universities spreads in every direction and immeasurably modify the thoughts and acts of our people.

By 1850, sixteen higher institutions of learning existed in Pennsylvania. During the third quarter of the nineteenth century, more than twenty-two higher institutions of learning were founded. During the fourth quarter of the nineteenth century, ten additional institutions were founded and five owe their origin to charters received since 1900. A number of these institutions received new charters from time to time, affecting in some instances, their names as well as their educational status.

EARLY COLLEGES AND UNIVERSITIES

The history of the founding of colleges and universities in Pennsylvania and of their struggle to keep alive and be of service, is a story of absorbing interest. Many of them began as academies or as some other type of school. The University of Pennsylvania began as an academy founded by Benjamin Franklin and was chartered in 1753. Its present charter was granted in 1791. It is the largest university in the State, and one of the largest in the East.

Dickinson College, chartered in 1783 as a Presbyterian school, in reality represents the first college chartered as such in Pennsylvania, although Moravian College started as a women's seminary in 1742. In 1833 the College was transferred to the Methodist Church. Dickinson College, however, in common with other well-known denominational colleges, is in no sense confined to a specific church affiliation. Its practices are broadminded, and the college is operated for the benefit of all and for the good of the State.

The University of Pittsburgh is a development of the old Pittsburgh Academy chartered in 1787, and the first university classes organized in 1822 were taught in the academy building. The Legislature of 1819 incorporated the Pittsburgh Academy under the title of Western University of Pennsylvania. This name was changed in 1908 to the University of Pittsburgh.

In 1847, James Gowen a noted Philadelphia agriculturist, established school for practical farmers at Mt. Airy, Germantown. A convention called in 1853 by the Pennsylvania Agricultural Society agreed to recommend the establishment of a school for farmers. The first charter was granted by the Legislature in 1855 under the name of the Farmers' High School. The Land Grant College Act was signed by Abraham Lincoln July 1862. Its provisions and conditions were accepted by the State Legislature of Pennsylvania in 1863 and the institution that is now The Pennsylvania State College was designated as the Land Grant College of Pennsylvania.

Temple University was founded by Russell H. Conwell. From 1882 to 1891 the College operated exclusively as an evening school. In 1903 less than a quarter of a century after its founding, a charter was issued to this institution, changing its name from Temple College to Temple University.

PREPARATION OF TEACHERS

A study of the aims and courses offered in the accredited colleges and universities in the State reveals many interesting things. The large extent to which the colleges and universities of the State furnish teachers for the schools is especially noteworthy. Fourteen colleges devote themselves exclusively to the preparation of teachers, with 1303 people obtaining degrees from these colleges in 1932-1933. Most of the remaining colleges, however, include courses for teachers, and contribute largely to the teaching personnel of the State.

In 1933 these colleges graduated a total of 9147 from all curricula. Graduates from four-year courses totaled 8939 and from two-year courses 208. A total of 2600 of these graduates planned to go into the teaching profession, including 18 from four-year and 208 from two-year curricula for elementary school teaching, and 2374 from four-year curricula for the secondary education field. The percentage of graduates from the liberal arts colleges who were prepared to teach in the public schools was 28.4.

STATE FINANCIAL AID

The early history of institutions for higher learning in the State, shows the State constantly furnishing them financial assistance. Finally, in 1838, the Legislature enacted a provision making an annual appropriation for ten years to universities and colleges:

"To each University and College now incorporated, or which may be incorporated by the Legislature, and maintaining at least four professors and instructing constantly at least one hundred students, one thousand dollars. To each Academy and Female Seminary now incorporated, or which may be incorporated by the Legislature, maintaining one or more teachers capable of giving instruction in the Greek and Roman classics, mathematics and English or English and German literature, and in which at least fifteen pupils shall constantly be taught in either or all of the branches aforesaid, three hundred dollars. To each of said Academies and Female Seminaries, where at least twenty-five pupils are taught, as aforesaid, four hundred dollars; and to each of said Academies and Female Seminaries, having at least two teachers, and in which forty or more pupils are constantly taught, as aforesaid, five hundred dollars."

PROVISION FOR THE EDUCATION OF WOMEN

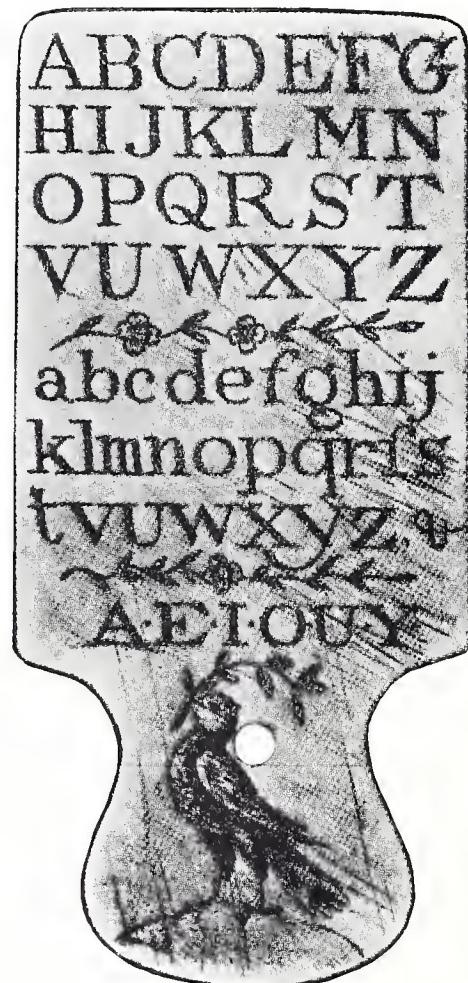
Under the Act of 1838 the University of Pennsylvania, nine colleges, forty-three academies and fifteen female seminaries were paid approx-

riations. The most remarkable thing about this Act is the place which accords to female education. Wickersham says that "from what the state had done for higher education previously, it could hardly be learned that such beings as women or girls were to be found within the borders of the State." Previous to this, several female seminaries had been founded by various church denominations. John Poor had conducted a young ladies academy in the city of Philadelphia, and elsewhere there were a few small private boarding schools for girls, but up to 1838, according to Wickersham, "while numerous colleges and academies for boys had been chartered and liberally endowed with the State's money, it seems to have been generally unknown either that girls could be educated beyond the simple arts of reading, writing or arithmetic, or that they were entitled to any higher education."

Under the stimulus of the State Appropriation Act of 1838, a large number of female seminaries sprang into existence soon after the adoption of the common school system, but when the appropriations ceased, many of them were compelled to suspend operations. The strongest survived and others were established later. At the present time fifteen institutions for women are on the list of universities and colleges accredited by the State Council of Education. In addition, the predominating type of college and university in the State is co-educational, thus according to the girl an educational opportunity equal to that accorded to her brother. Bryn Mawr, one of the most famous of our women's colleges, was chartered in 1880 and opened in 1885. It was originally affiliated with the Society of Friends, but later became non-sectarian.

CHURCH INFLUENCES

The inculcation of a moral and religious education was without doubt present in the minds of the founders of most, if indeed not all, of the colleges and universities in Pennsylvania. As a matter of fact, the beginnings of almost all of our early institutions for higher education had their roots in the desire of different religious denominations to express themselves in this form of education. Today many of these schools continue to be denominational in their foundations. The doors of all of them however, are open to every worthy person who may seek them.



AN EARLY HORN BOOK

PENNSYLVANIA COLLEGES ACCREDITED BY THE STATE COUNCIL OF EDUCATION

Institution	Year Founded	Character	Full-time Students 1932	Pct. Grads. Preparing to Teach	President	Location
Albright College	1856	Co-ed	373	53.8	J. Warren Klein	Reading
Allegheny College	1815	Co-ed	598	58.1	William P. Tolley	Meadville
Beaver College	1853	Women	531	70.8	Walter B. Greenway	Jenkintown
Bryn Mawr College	1880	Women	451	*	Marion Edwards Park	Bryn Mawr
Bucknell University	1846	Co-ed	1,120	47.2	Homer P. Rainey	Lewisburg
Carnegie Institute	1900	Co-ed	2,635	16.2	Thomas S. Baker	Pittsburgh
Cedar Crest College	1868	Women	201	54.5	W. F. Curtis	Allentown
College Misericordia	1783	Women	151	100.0	Sister Mary Loretta	Dallas
Dickinson College	1891	Co-ed	683	29.7	J. H. Morgan (Acting)	Carlisle
Drexel Institute	1907	Co-ed	1,665	17.9	Parke R. Kolbe	Philadelphia
Dropsie College	1878	Co-ed	37	*	Cyrus Alder	Philadelphia
Duquesne University	1900	Co-ed	1,618	33.6	J. J. Callahan	Pittsburgh
Elizabethtown College	1787	Men	147	86.4	Ralph W. Schlosser	Elizabethtown
Franklin & Marshall College	1848	Men	733	33.9	Henry H. Apple	Lancaster
Geneva College	1832	Co-ed	567	90.2	M. M. Pearce	Beaver Falls
Gettysburg College	1876	Men	597	32.5	Henry W. A. Hanson	Gettysburg
Grove City College	1833	Co-ed	670	94.4	Weir C. Ketler	Grove City
Haverford College	1920	Men	312	*	W. W. Comfort	Haverford
Immaculata College	1876	Women	175	96.8	Anthony J. Flynn	Immaculata
Juniata College	1825	Co-ed	534	94.6	C. C. Ellis	Huntingdon
Lafayette College	1862	Men	1,010	18.2	William Mather Lewis	Easton
LaSalle College	1866	Men	176	8.3	Brother E. Anselm	Philadelphia
Lebanon Valley College	1866	Co-ed	381	62.3	Clyde A. Lynch	Annville
Lehigh University	1854	Men	1,515	4.9	C. R. Richards	Bethlehem
Lincoln University	1915	Women	338	45.5	William H. Johnson	Lincoln Univ.
Marywood College	1871	Women	377	39.9	Mother M. Joseph Hurley	Scranton
Mercyhurst College			87	95.8	Sister M. deSales Preston	Erie
Moravian College and Theological Seminary	1807	Men		147	W. N. Schwarze	Bethlehem
Moravian College for Women	1742	Women		182	F. Ann. I. Han	DAHL

PENNSYLVANIA COLLEGES ACCREDITED BY THE STATE COUNCIL OR EDUCATION—Continued

Institution	Year Founded	Character	Full-time Students 1932	Pct. Grads. Preparing to Teach	President	Location
Mt. St. Joseph College	1858	Women	208	56.4	Mother Mary James	Philadelphia
Muhlenberg College	1867	Co-ed	452	47.5	J. A. W. Haas	Allentown
Pa. College for Women	1869	Women	280	66.7	Mary H. Marks (Acting)	Pittsburgh
Pa. Military College	1821	Men	1,388	*	Frank K. Hyatt	Chester
Pa. State College	1855	Co-ed	4,728	19.7	Ralph D. Hetzel	State College
Phila. College of Pharmacy & Science	1821	Co-ed	550	*	Wilmer Krusen	Philadelphia
Rosemont College	1922	Women	175	40.4	Mother Mary Ignatius	Rosemont
Seton Hill College	1918	Women	274	71.9	James A. Reeves	Greensburg
St. Francis College	1845	Men	354	65.6	Raphael E. Breheny	Loretto
St. Joseph's College	1851	Men	352	15.3	William T. Tallon	Philadelphia
St. Thomas College	1888	Men	781	92.3	Brother Dennis Edward	Scranton
St. Vincent College	1846	Men	499	19.5	Alfred Koch	Latrobe
Susquehanna University	1858	Co-ed	316	56.3	G. Morris Smith	Selinsgrove
Swarthmore College	1864	Co-ed	567	22.7	Frank Aydelotte	Swarthmore
Temple University	1888	Co-ed	7,023	21.8	Charles E. Beury	Philadelphia
Theiel College	1866	Co-ed	278	59.3	E. Clyde Xander	Greenville
University of Pennsylvania	1753	Co-ed	7,019	10.8	Thomas S. Gates	Philadelphia
University of Pittsburgh	1787	Co-ed	7,083	10.0	John G. Bowman	Pittsburgh
Ursinus College	1869	Co-ed	477	56.0	George L. Onwale	Collegeville
Villa Maria College	1925	Women	107	92.8	Joseph J. Wehrle	Erie
Villanova College	1842	Co-ed	1,026	14.9	E. V. Stanford	Villanova
Washington & Jefferson College	1787	Men	448	37.0	Ralph C. Hutchison	Washington
Waynesburg College	1850	Co-ed	370	83.3	Paul Stewart	Waynesburg
Westminster College	1852	Co-ed	526	34.0	Robert F. Galbreath	New Wilmington
Wilson College	1869	Women	452	65.9	E. D. Warfield	Chambersburg

* No students reported at these institutions as preparing to teach.

NORMAL SCHOOLS AND TEACHERS COLLEGES

When the law of 1834 established free public schools in the Commonwealth of Pennsylvania, there were few available trained teachers in accordance with modern standards. The colleges then in existence furnished a few teachers. The private academies provided a large number but few in comparison with the total number of schools operating. Both the colleges and the academies received grants of money from the State on condition that a small number of young persons of poor families would be trained as teachers free of charge. But the great majority of the teachers in 1834 were young men and women who had just completed the upper grades of the common schools.

The professional preparation of the great body of teachers was poor at the best. Many plans were put forward to prepare teachers better for their work. The Teachers' Institute, which was later to become an important factor in the preparation of teachers, was first organized in Warren in 1848. During the summer months county superintendent called their teachers together for instruction in methods and subject matter. It was felt that these means, however worthy, were insufficient and that teachers must be better prepared before entering upon teaching.

EARLY CERTIFICATION

Two sections in the Free School Act of 1834 provided for public control of the qualifications for certification to teach in the public schools. Section 14 gave inspectors of any school district the power to adopt such rules and regulations for "the examination of teachers and schools, and prescribe such forms for certification as they may deem necessary to produce uniformity in such examinations and certificates, throughout the school division." Section 15 of the same Act provided that no teacher's certificate should be granted unless the applicant was found qualified to teach reading, writing and arithmetic. The operation of these Sections however, were more or less matters of form. The average inspector of a school district had neither the educational qualifications nor the professional outlook essential to the organization of practical standards for teacher certification. Moreover, the organization of such standards would have been useless as, at the time, enough applicants who were reasonably prepared to discharge the work of the teacher would not have been available. Such examinations as were given, therefore, were usually crude and adapted to the qualifications that teachers brought to the job. Gradually, however, discontent with the situation grew and attempts were made to provide the means through which teachers might secure specific training for their work. With the advent of the county superintendency in 1854, county normal schools began to be established. A report in the Pennsylvania School Journal for June, 1855, states that in the Lancaster County Normal School, under the direction of County Superintendent J. P. Wickersham, there were at that time 150 students in the normal department and 170 pupils in the training school.

ESTABLISHMENT OF NORMAL SCHOOLS

Finally, on May 20, 1857, the Normal School Act was passed. This Act simply divided the State into twelve districts in which normal schools



FROM THE 1861-62 CATALOG OF PENNSYLVANIA'S FIRST STATE NORMAL SCHOOL AT MILLERSVILLE

ight be established and set up a number of requisites which a normal school must possess. No State support was provided. The Act was merely permissive in character and placed the establishment, control and support of normal schools in the hands of private enterprise. It was believed that their connection with the State and the power of granting certificates would give them a prestige that would make them so profitable that private enterprise would consider them a good investment. A number of academies, county normals and other schools at once sought to meet the requirements set up and thus become normal schools with the prestige that this implied. The Lancaster County Normal School at Millersville was the only one of the institutions then existing that met even approximately the requirements for recognition as a State Normal School. State approval was given to Millersville December 3, 1859, followed by Edinboro two years later. East Stroudsburg was the last of our present Teachers Colleges to be established, March 23, 1893. The Act made no provision for the Clarion Normal School nor for the Cheyney Training School which is for the preparation of colored teachers for work in colored schools. A Special Act in 1874 created the thirteenth normal school district with a normal school at Clarion. The Cheyney Training School was purchased by the State in 1921.

It soon became evident that the normal schools could not survive as private institutions. In this period of the history of the State, a very mediocre education enabled a candidate to secure a certificate to teach in the common schools. So, too, the school year was short and salaries unbelievably low. Because of these and other conditions, students did not seek the normal schools in the numbers that had been anticipated.

STATE AID FOR EARLY NORMAL SCHOOLS

Previous to the passage of the Normal School Act, many people in the State had believed that any provision made for the training of teachers

should be a state supported venture. The difficulties that the private normal schools met stimulated the growth of this principle and in 1861 four years after the passage of the Normal School Act, a beginning was made in its operation. In that year, the Legislature came to the rescue and gave \$5000 to the school at Edinboro and \$5000 to the school at Millersville. This was the beginning of a series of State appropriation to normal schools, and by 1865 each such institution operating had received \$15,000 from the State. In 1866, acting on the recommendation of State Superintendent Coburn, a clause was placed in the General Appropriation Act allowing fifty cents a week to each student preparing to teach and fifty dollars to all graduates pledging themselves to teach two full years in the common schools of the State.

Up to 1869, no State aid for the training of teachers had been given except to recognized normal schools. In 1869 the Legislature was induced to appropriate \$15,000 to California to assist in its building program, although this school had not yet been recognized by the State. This was the beginning of similar appropriations to other sections of the State until in 1872, we find an unconditional appropriation of \$25,000 to the schools at California, Bloomsburg, and Mansfield. A gift of \$15,000 was also made in the same year, to assist in the erection of a building at Lock Haven. In time, a situation grew up in which the various normal schools constantly importuned the Legislature for financial aid, both for the erection of buildings and as contributions to running expenses.

PURCHASE OF STATE NORMAL SCHOOLS

Finally, the whole situation became intolerable and in 1911, the School Code adopted in that year, provided for the purchase by the State of any or all of the existing State normal schools. In the purchase of these schools, the State expended more than \$1,600,000. At the present time the State Teachers Colleges derive a considerable revenue from payment by students for board, room and fees amounting to approximately \$5,000,000, for the biennium 1931-33. For the same biennium the State contributed for the support of the fourteen State Teachers Colleges, approximately \$4,500,000.

With state ownership, improvements in property and opportunities for professional study were rapid. When we consider that the first purchase of a normal school by the State was made just twenty-one years ago and that the last purchase was made fourteen years ago, the opportunities for the training of teachers in Pennsylvania seem little short of marvelous. Originally, state owned normal schools provided a two year course only. Early in the history of state ownership, three year courses were provided in certain educational fields.

REORGANIZATION AS STATE TEACHERS COLLEGES

The public, however, demanded a still larger opportunity for the training of teachers. Finally, in 1926, the State Normal Schools were reorganized as State Teachers Colleges and their functions enlarged so as to include a four year course leading to the degree of bachelor of science in education. This step is especially justified in the large number of teachers in service who seek this degree. For example, a considerable

STATE TEACHERS COLLEGES

<i>Institution</i>	<i>Year Founded</i>	<i>Character</i>	<i>Full-time Students 1933</i>	<i>President</i>	<i>Location</i>
State Teachers College	1869	Co-ed	642	Frances B. Haas	Bloomsburg
State Teachers College	1874	Co-ed	673	Robert M. Steele	California
Training School for Teachers	1842	Co-ed	172	Leslie Pinckey Hill	Cheyney
State Teachers College	1886	Co-ed	368	G. C. L. Riemer	Clarion
State Teachers College	1893	Co-ed	716	Tracy T. Allen	East Stroudsburg
State Teachers College	1861	Co-ed	535	C. C. Crawford	Edinboro
State Teachers College	1875	Co-ed	1,381	Charles R. Foster	Indiana
State Teachers College	1866	Co-ed	531	A. C. Rothenmel	Kutztown
State Teachers College	1877	Co-ed	586	Dallas W. Armstrong	Lock Haven
State Teachers College	1862	Co-ed	716	William R. Straughn	Mansfield
State Teachers College	1859	Co-ed	581	Landis Tanger	Millersville
State Teachers College	1873	Co-ed	628	Albert Lindsay Rowland	Shippensburg
State Teachers College	1889	Co-ed	879	J. Linwood Eisenberg	Slippery Rock
State Teachers College	1871	Co-ed	1,251	Norman W. Cameron	West Chester

proportion of the more than 1300 men and women receiving bachelor's degrees from the Teachers Colleges of the State in 1932-33 were teacher in service, with highly successful records in the schools of the State, who accomplished the additional work necessary through attendance at summer school or a return to the regular work of the Teachers College. So, too provision has been made in our Teachers Colleges for specific training in special subjects in the field of education, as art, music, commercial studies, industrial arts, home economics, health education, and library and kindergarten education.

PRESENT STANDARDS AND FUTURE GOALS

A trained teacher in every classroom of the Commonwealth is the present slogan for the public schools of Pennsylvania. The State set about deliberately in 1920 to achieve this ideal. By means of the establishment of summer sessions, extension and correspondence courses, part time residence courses, as well as by the reorganization of existing elementary, secondary, and special curricula, that goal has now practically been achieved. Fourteen State Teachers Colleges and fifty-five accredited colleges and universities are employed in this great undertaking with constant supervision of their curricula and methods by the Department of Public Instruction. A new goal has been set for 1940, namely, a professionally prepared teacher, educated on a four-year college level for every classroom. The past history of the professional improvement of the teachers in the State assures a realization of this goal.

EXTENSION EDUCATION

Extension Education, as defined by the School Laws of Pennsylvania "shall designate any instruction provided and administered by the board of school directors of any school district which is organized primarily for boys and girls who are employed and for adults whose earlier educational opportunity has been restricted, but shall not include the school work of continuation and other vocational schools".

Prior to 1925, provision existed in the law making mandatory the opening of free elementary evening schools, for not less than four months each year, upon the application of the parents of twenty-five or more pupils above the age of fourteen years, who were residents of the school district, the admission of persons more than twenty-one years of age to suitable special or vocational schools or departments being permissible.

ESTABLISHMENT OF EXTENSION EDUCATION

To the General Assembly of 1925 is due the credit for establishing extension education for minors and adults as an integral part of the state program of free public instruction. This enactment entails for extension schools and classes all the privileges and advantages of public elementary and secondary schools, including free texts and materials, and likewise makes such schools and classes subject to all school legislation applicable to them.

The 1925 legislative enactments make other provisions roughly indicated in the following:

1. That the opening of schools and classes for instruction in English and citizenship for immigrants and native illiterates, in any course of study taught

in the day elementary and secondary schools of a school district, and in citizenship for adults, is mandatory when twenty or more residents, above the age of sixteen years, make written application for such instruction.

2. That boards of school directors may organize and maintain classes for the free instruction of minors and adults in any extra-curricular course of study which they may deem advisable.

3. That extension schools and classes shall be provided in school buildings at any time not in conflict with regular day school activities as requested, and that such instruction may be provided elsewhere at any hour during any day except Sunday or legal holidays.

4. That while extension classes are to be free, a deposit fee of a sum not to exceed five dollars may be required from each person enrolling, such fee to be returned to all persons who attend seventy-five percent or more of the class sessions of an extension term.

5. That all school credits derived from successful completion of courses of study in extension classes shall be accepted by school authorities toward fulfillment of the requirements for graduation from any curriculum of any day school of corresponding grade in such districts.

6. That upon the satisfactory completion in extension classes of courses required for graduation, such person shall be awarded the appropriate school diploma.

7. That all instructors of extension courses of study shall be regularly certificated.

8. That a salary schedule, beginning at one dollar per hour, with two annual increments of twenty-five cents each, constitute the minimum salary schedule for extension teachers.

9. That state aid be given school districts for the maintenance of extension schools and classes for minors and adults, equivalent in terms of percentum of minimum salary, to that given in support of day public schools.

10. That reimbursement for expenses incurred and the awarding of high school credit for courses successfully completed be subject to the approval of the State Department of Public Instruction.

A FAR-REACHING PROGRAM

Out of the legislative enactments indicated in the foregoing has grown a state-wide program consisting of evening school classes for immigrants and native illiterates; home classes for foreign-born mothers; elementary evening schools for minors and adults; general evening high schools in which courses of study are adapted to the needs of specific groups but for which credit may not be awarded; and standard evening high schools in which approved credit is awarded to all who successfully complete such courses of study.

The assimilation of our foreign-born population constitutes one of the prime responsibilities of the State program of extension education. No less than 300,000 immigrants have been enrolled during the past ten years in extension schools and classes organized for the purpose of teaching immigrants to speak, read, and write the English language and training them for citizenship. In a single year 20,000 immigrants have been enrolled in evening school classes in addition to the enrollment in classes for foreign-born mothers.

Paralleling the program of immigrant education, is an evening elementary school program for adults in which in a single year, as many as 10,000 adults have found an opportunity to learn to read and write or the means of completing or reviewing their elementary school work.



A TYPICAL HOME CLASS OF FOREIGN-BORN MOTHERS—PIITTSBURGH

In the evening secondary school program, the standard evening high school has taken thousands of minors and adults out of an educational blind alley by extending to them a means of completing their high school courses and receiving regular high school diplomas and credits which may be used in fulfillment of college entrance requirements. The peak enrollment for a single year in high school evening classes reached 100,000.

PARENTAL EDUCATION

In 1927 a State Committee on Parental Education was appointed by the State Superintendent of Public Instruction and expanded in 1931 as a study committee under the direction of the Commission for the Study of Educational Problems in Pennsylvania. During the last decade, through cooperation of the State Department of Public Instruction with the State Parent-Teacher Association, study outlines have been prepared and courses in parent education have been conducted in many communities of the Commonwealth. The rapidly growing interest in support of child welfare, through the training of fathers and mothers, resulted, in October, 1933, in the organization of a State Council on Parental Education.

Of the entire field of parent education, the most vital phase is that represented by our state program of home classes for foreign-born mothers. In this program a well-qualified full-time teacher is employed to make contacts with foreign-born mothers, to become their personal

friend and confidant, and to organize them into small natural groups of three to ten in number and train them in the use of English, in American customs, and in citizenship. The interest in this type of work is illustrated in the fact that as many as 6000 foreign-born mothers have been enrolled in a single year.

REDUCTION OF ILLITERACY

Ten years ago the total illiteracy of the Commonwealth was 312,699. By reaching and teaching illiterate adults, extension education has since effected a reduction of 32.6 percent in this figure.

Likewise, ten years ago there were in Pennsylvania 708,743 foreign-born residents, above the age of twenty-one years, who had not been naturalized. During the past decade extension education classes, training foreign-born residents in citizenship and for naturalization, have effected a reduction of 38.7 percent in this alien population.

During the same period, through extension education, more than 700,000 minors and adults within the Commonwealth have had the advantage of elementary and secondary educational opportunities in evening schools.

CONSOLIDATION

At the time of the passage of the Free School Act, the population of Pennsylvania was scattered and transportation facilities were very meagre. Schools were built near the centers of population and usually upon sites that could not be used for any other purpose. Naturally, the schools were largely limited to the one-teacher type. After a time it was found that



A FARMERS' NIGHT SCHOOL EXTENSION CLASS, WATERFORD HIGH SCHOOL—1914



EARLY SCHOOL TRANSPORTATION—1919—CHARLESTON TOWNSHIP,
TIOGA COUNTY

these schools were becoming expensive due to small enrollments. This was especially true in the northern tier of counties which had been more heavily populated during the time of the removal of the timber. When this devastation had ceased, the counties were left with small isolated schools. Their excessive expense as well as difficulty to get teachers to go into these communities led to the uniting of many of these schools.

Distances made transportation imperative, and in 1897 school districts were authorized to close any school and provide transportation from public funds, provided the cost did not exceed the cost of operating the school previous to its closing. This naturally led to an interest in the consolidation of schools. About 1900, the subject was discussed before the School Directors' Association by Dr. Longsdorf of Penn Township, Cumberland County. The discussion was received with such enthusiasm that the Department of Agriculture sent Dr. Longsdorf to Ohio to study the problem first hand. The result of this visit was that in 1901 a law was enacted providing for "centralized" schools. These schools were "defined as a system of schools in a township providing for the abolishment of all sub-districts and the conveyance of pupils to one or more central schools." This could be done only after a majority of the voters of a school district had voted favorably on "centralization." Only two districts, North Shenango Township in Crawford County, and Charleston Township in Tioga County, established schools under this law.

The School Code of 1911 reaffirmed the power of directors to close schools and transport children at public expense. During the same session, a bill was enacted making it the duty of directors to erect suitable modern buildings for the purpose of consolidating and properly grading schools instead of repairing or rebuilding one-room school houses.

In 1919, further encouragement was given to this type of school by the enactment of a law requiring directors to discontinue any one-teacher schools having an average term attendance of ten or less, unless permitted to continue by special grant of the State Council of Education. In 1926-27 there were 486 schools continued. This has been reduced to 237 for 1933-34. This law also provided for the payment by the State of fifty percent of the cost of transportation of the children of closed schools.

REALIZATION OF DISADVANTAGES OF ONE-TEACHER SCHOOLS

Rural people began to realize that children in the one-teacher schools were not making the degree of progress of those in the graded schools. They also noticed that when their children entered high school, they were more apt to fail or drop out than were the children of the graded schools. In investigating the cause, they found that the one-teacher school practically had become a training department for beginning teachers; that rural teachers were not as well trained as those of the urban schools; that buildings were poor, under-lighted, poorly heated and inadequately equipped; textbooks often were not modern; libraries, supplementary readers and special primary material were either lacking or had been selected without proper consideration; toilets were frequently in an indescribably, vile condition.

The high school began to attract the special attention of rural people. They soon realized the necessity of this training and deplored the lack of local opportunity for such advantages. It became necessary for them to send their children to the borough or city high schools or establish the high schools within their own communities. The consolidated school made the necessary nucleus for a rural high school, a new vision of education.



MODERN SCHOOL TRANSPORTATION—1933—HEMPFIELD TOWNSHIP,
WESTMORELAND COUNTY

In 1921 the movement was further encouraged by the payment of \$200 per year for each school permanently closed. Later on, in 1925, the rate of state aid in poor districts was increased from fifty percent to sixty percent or seventy-five percent of the cost of transportation. This, together with the superior opportunities offered by such schools, has greatly accelerated the increase of consolidation.

In 1918-19 there were 115 schools that could be classified under the law as consolidated schools. Most of these had been the result of closing schools for economic purposes. It is doubtful if more than twenty-five of them had been organized as consolidated schools. This number had increased in 1932-33 to 780 approved consolidated schools, attended by approximately 180,000 children.

TRANSPORTATION AND GOOD ROADS

Transportation is one of the most important factors of school consolidation. Roads, vehicles and drivers are three of the principal things that must be considered in the successful administration of this important service. It is interesting to note that some of the most mountainous counties of the State, where transportation is most difficult, have the most consolidation. This would indicate that road difficulties are not insurmountable.

Improvements made in rural highways in the last decade have eliminated most transportation difficulties. The improvement of roads has made possible the change from the horse-drawn to the motor driven machine. The make-shift type of vehicle has given way to the modern bus constructed solely for the purpose of transporting school children. The State Council of Education has established standards which have removed many of the former objections to transportation. Waiting stations are provided where needed. Buses go as near the home of the child as possible under the circumstances. Directors are more careful in the selection of responsible people to have charge of the transportation.

The growth of this service has increased until in 1932-33 more than 90,000 children were transported daily to and from school.

EDUCATION OF HANDICAPPED CHILDREN

The education of mentally and physically handicapped children was begun by philanthropically inclined individuals and organizations. In 1820 a private school, the Pennsylvania Institution for the Deaf and Dumb was established in several dwellings on Market Street in Philadelphia. Early in the thirties it began to receive state aid, not as an educational but as a charitable project. This institution is now located at Mt. Airy and is known as the Pennsylvania Institution for the Deaf. It is one of the largest and best known schools for the education of the deaf in the world.

In 1869 the Western Pennsylvania School for the Deaf, Pittsburgh, was established as a private school. Several years later it received state aid. In 1883 the Pennsylvania State Oral School at Scranton was established, partially by state aid. In 1914 it became entirely state-owned. The Home for Training and Speech of Deaf Children, Philadelphia, was built by the State in 1893. These schools have a combined enrollment of approximately 1000.

The history of the education for the blind in the State parallels that of the education for the deaf. In 1833 the Pennsylvania Institution for the Instruction of the Blind was established in Philadelphia through private initiative and private funds. Shortly after its establishment it became a state-aided institution. The Western Pennsylvania School for the Blind was established in Pittsburgh in 1886. Several years after its establishment it began to receive state aid. These two institutions have a combined enrollment of approximately 400.

The public schools did practically nothing to adapt education to the needs of physically and mentally handicapped children until the latter part of the nineteenth century. Probably the first class for mentally handicapped children formed in the public schools anywhere in the United States was established in Philadelphia, unofficially, in 1895 by Doctor Oliver P. Cornman. In 1899 classes for the mentally handicapped were established officially in Philadelphia.

STATE SUPPORT ATTAINED

The first official act by the State for the education of mentally handicapped children was incorporated in the School Code of 1911. This Act provided that if the parents or guardians of deficient children between the ages of eight and sixteen years were not able to defray the expense, such children might be educated in some institution outside of the school district at the expense of the district. This plan placed largely upon the parents the responsibility of educating these children. In 1919 and in 1925 the Act of 1911 was amended providing for the education of mentally and physically handicapped children in the local school districts, wherever classes were feasible. In 1925 sufficient appropriation was made to reimburse school districts maintaining approved special classes. A school district which does not find it feasible to maintain approved special classes for handicapped children may arrange to have them trained in institutions or in classes outside of the district at the expense of the school district. In the same year education for blind, deaf and crippled children between the ages of six and sixteen was made compulsory.

Classes for children who were undernourished to such a degree that they were not capable of competing on equal terms with their physically normal fellows and who had tubercular tendencies, were established in Philadelphia in 1911. In 1913 classes were added for undernourished children only.

In the same year classes for crippled children were organized in Philadelphia. Sight-saving classes were established in the same city in 1919 for children with visual defects so serious that the use of the ordinary class room materials was not advisable or was impossible.

The first class in the public schools for deaf children was established in Philadelphia in 1920. The first teacher of corrective speech was employed in Philadelphia in 1922 and the first class for children with cardiac disorders was established in 1924 in the same city.

In 1921 there were 167 approved special cases of all types throughout the State. In 1932 this number had increased more than 500 percent, to 909 classes. The following types of classes are now conducted as "special" classes: those for the blind, cardiac, hard-of-hearing, deaf, disciplinary, mentally handicapped, non-English, nutrition, orthopedic, restoration, sight-saving, speech correction, and gifted.

HEALTH EDUCATION

The roots of the story of the effort for improved health conditions, habits and ideals for the youth of the State are found in the interest and demands of our citizens, of parents and teachers, and of agencies organized for health purposes. The official story of health care and health instruction in the schools has its origin in the joint work of the State Department of Health and the State Department of Public Instruction.

June 6, 1905 marked the date of the actual beginning of the State Department of Health. The old State Board of Health had been practically without legal powers and had no such personnel and policies as has the present Department. The contribution of this Department to the health of the school child has been through activities not only related directly to his physical condition, but to his environment. These have been accomplished through rules and regulations relative to the sanitary conditions of buildings and grounds; the medical inspection law passed in 1911 which was the first state-wide school medical inspection law in the United States; the compulsory vaccination law for entrance to the public, private and parochial schools; the dental hygiene service established in 1919; and a state-wide campaign for prevention of diphtheria by immunization.

WORK WITH CHILDREN OF PRE-SCHOOL AGE

The pre-school Division of the Department of Health has for its specific responsibility the management or supervision of special measures in the public health activities of the State which are directed primarily to the improvement of the physical condition of children under the age of admission to the first grade. This means the control or supervision of child health centers in all parts of the State; the operation of motor units during the summer months for the purpose of carrying instruction in child health to rural areas not reached by the permanent child health centers; instruction and supervision of May Day-Child Health Day activities; the fostering of educational work among expectant mothers; the health supervision of the children in public kindergartens of the third and fourth class school districts; the distribution of literature throughout the State for the instruction of mothers in the best methods of child care.

There are at the present time under State control 146 child health centers. In addition to these centers there are 332 non-state child health centers conducted by private or semi-private agencies. These last are entitled to the field service of the Department of Health and all its literature and record forms. The total attendance at the child health centers during the year is approximately 100,000.

THE SCHOOL NURSE

The earliest health service in Pennsylvania consisted largely in the examination of those children referred to the school physician by the teacher as having symptoms of communicable disease. These children were sent home and frequently remained out of school indefinitely. The written notice explaining the reason for the exclusion was often lost or disregarded. In many instances the family physician was not called because, in the words of Artemus Ward "there ain't none." These children

continued to play with other children out of school hours. In 1904 the Visiting Nurse Society of Philadelphia offered to provide the services of one nurse in the public schools. So convincing was the demonstration of the value of the nurse in the public school that in 1908 six school nurses were appointed by the Board of Education in Philadelphia.

Educators soon realized that a well rounded program to prevent communicable disease should include attention to the general health and the power of resistance of the individual. The first step in this program was the provision for a physical examination of each school child to determine his condition of health, with particular reference to the existence of easily preventable or remediable handicaps.

In 1911 medical inspection was made mandatory in Pennsylvania in districts of the first and second class and optional in districts of the third and fourth class. In 1919 this service was required in all districts. Except in those districts where school nurses were employed, the physician had no means of notifying the parents of his findings except through the written notice. The written notice has proved to be a poor educational device. Because school officials realize that failure on the part of parents to comply with the recommendations of the school physician is due to lack of understanding rather than indifference, school nurses have been employed to visit the home to explain to parents the significance of health handicaps.

The emphasis of the school nursing program has definitely changed within the last decade. The pioneer school nurses were concerned primarily with health service, the control of communicable disease, and later with the correction of health handicaps. The school nurse of to-day has been given a larger field of responsibility. She has an understanding of the broader purposes of education and is concerned with the all-round development of the whole child, with the emotional and social aspects of health as well as with the physical.

RECENT DEVELOPMENTS

In 1911, Section 1508 was included in the School Laws of Pennsylvania. Under its provisions any board of school directors may employ one or more school nurses. Through the provisions made by this legislation and the supervision given by the Department of Public Instruction, the school nursing service has become one of the most important phases of the health education program. At the present time, there are approximately five hundred nurses employed in the public schools in Pennsylvania.

In 1885, the beginnings of official action relating to health instruction in the schools were made in a law requiring that the effects of alcoholic drinks, stimulants, and narcotics upon the human system, be studied as a regular branch by all pupils in all departments of the public schools of the Commonwealth.

Years of experience proved that instruction in facts had little effect on health behavior which is necessary to secure desirable results in healthful living. Thus in the last two decades, more attention has been given to health instruction and training with the purpose of securing evidences of growth in attitudes and practices as well as knowledge pertaining to health.

In the school laws of 1911, physical training was included as one of the subjects that might be taught upon the approval of the proper superintendent of schools. In 1921 physical training and instruction in "safety first" methods were added to the required subjects. Through the activities of the Buildings Bureau of the Department of Public Instruction, the conditions relative to sanitation, heating, lighting and safety in many old buildings have been improved and desirable conditions required in new school plants. With the provisions made by law for the safety and health of the pupils and for their instruction and training in health, and also, with the training of teachers in personal and school hygiene, greater opportunities for healthful living are gradually being offered in the public schools.

Today a majority of school districts in the Commonwealth have well defined health programs in their curricula. With an appreciation of the social contribution of games and athletics, such activities are being generously provided. In the field of health instruction, the emphasis which has been placed upon healthful living has not only helped people to live more abundantly, but it has no doubt contributed materially to the longer average length of human life, an addition of approximately fifteen years in the past half century.

ART

Pennsylvania has many "firsts" in the origin and development of art. Benjamin Franklin as early as 1749 in his *Proposed Hints for an Academy* said: "As to their studies, it would be well if they could be taught everything that is useful and everything that is ornamental. But art is long and their time is short. It is therefore proposed that they learn those things that are likely to be most useful and most ornamental—something of drawing by imitation of prints and some of the first principles of perspective."

The Pennsylvania Academy of the Fine Arts, first in America, was founded in 1805. The Philadelphia School of Design for Women was founded in 1844 and the Pennsylvania Museum School of Industrial Art in 1876, the year of the Philadelphia Centennial, which gave an impetus to the arts and to education that cannot be measured.

Drawing in our schools began with Rembrandt Peale, that distinguished painter who painted the last portrait of George Washington from life. He introduced drawing into the schools of Philadelphia as early as 1842 and published *Peale's Graphics*, the first drawing book in public schools.

Pennsylvania has always held particular distinction in the Arts. Her early builders, painters, sculptors, and master craftsmen set enviable standards of beauty and skill. Art was indigenous. From the fireside and the modest shop there came exquisite examples of the textile art, of the pottery, glass, furniture, and metal crafts. Her needs will best be met and provision for the future guaranteed as substantial foundations are laid early in her public schools.

By Act of the General Assembly of 1921, Art was made a required subject in every elementary, public, and private school maintained in this Commonwealth.

It is a "far cry" from *Peale's Graphics* and the many years of cold, formal, and precise geometric drawing and perspective to the enriched art

program of today with its free creative picture making, joyful color work, all sorts of pleasure-giving activities and art appreciation. Today boys and girls with special gifts and abilities are discovered, guided and conserved for participation in some art vocation or profession, and all are trained to an appreciation of beauty in nature and art everywhere. This in a large measure accounts for the growing interest in art, the fine design in our manufactured products, and the more beautiful homes and towns we live in today. Art education, as we know it today is a profitable investment and contributes much to the enrichment of everyday living.

MUSIC

The early history of Pennsylvania leads us to believe that singing schools, motivated fundamentally to improve singing in the church service, were common to almost every community and were undoubtedly the forerunner of our present program of music education.

The earliest record of the teaching of music in the public schools of Pennsylvania dates back slightly under the century mark to 1844, during which year it was introduced in the schools of Pittsburgh. The introduction of music in other school districts followed, in more or less close succession, so that by the opening of the Twentieth Century its educational, cultural, and social influence was beginning to receive fair recognition.

The first normal school organized in the Commonwealth, at Millersville, in 1859, included vocal music in its course of study. All of the normal schools, as they were founded, made music a curricular requirement. The result of this training was that all graduates brought some knowledge of music to their teaching positions. The Mansfield Normal School established a supervisor's course in 1901. Indiana and Edinboro established similar courses in 1906. In 1915 public school music had grown to such an extent that a State Director of Music was appointed. Music was written into the law by the General Assembly in 1921 as a required elementary school subject.

As the first century of public schools in Pennsylvania draws to a close, a few salient features in music education are significant. All of the elementary and many of the secondary teachers of the Commonwealth are qualified to teach music in their respective classrooms. In addition to this, the school districts of the State employ approximately 1800 directors, supervisors, and full-time teachers of music. The majority of districts have organized choral groups. In the instrumental field there are approximately 1600 orchestras and 600 bands. A representative number of districts participate in radio broadcasts, and many more are equipped for radio reception. For the past seven years an annual state-wide music contest has been in progress, including all phases of school music activities. County and inter-county music festivals have been active, annually, for more than twice that length of time. A State Course of Study was put into effect in 1922, and now, twelve years later, a new State Course of Study in Music Education has been provided to further enrich the lives of our citizens.

LIBRARIES

STATE LIBRARY

The early legislative history of the Commonwealth of Pennsylvania records the fact that three distinct libraries existed, those of the Executive Department, the Senate, and the House. By the Act of 1816, the three libraries were consolidated and the appointment of a librarian by a joint library committee of the General Assembly was authorized, and John Fisher became Pennsylvania's first State Librarian. The power of appointment remained invested in this joint library committee for thirty-eight years, during which period eleven different State Librarians served. The Act of 1854 transferred this power from the Assembly to the Governor, and in the eighty years since that date, thirteen State Librarians have directed the destinies of this important branch of the government. The terms of service of these twenty-four State Librarians have varied from one to eighteen years.

The province of the Pennsylvania State Library is formally defined by law. When first established, like all state libraries, it was only designed to serve the State's official family, or the legislature, courts, administrative departments and officers. This conception has grown in Pennsylvania to mean a library which, without dropping any of its original functions, would come to hold much the same relation to all library endeavor in the State as the Department of Public Instruction holds toward all public school educational endeavor. It has become a general library for the people of Pennsylvania.

Only financial reports made to the Assembly can be found recording the State Library's growth for the first thirteen years. In 1829, the first printed catalog appeared and showed 4838 volumes. A century and eighteen years have passed in the State Library's history, bringing new quarters, additions to its departments of work, and an increase to more than 360,000 volumes.

ORGANIZATION AND SERVICE

The State Library functions through four divisions, the Law Library, the General Library, the Archives Division and the Extension Division. The Law Library is the oldest division. This Library, in common with the other divisions of the State Library, contains many volumes having a high monetary value. For example, the early volumes of the set of English Parliamentary papers, beginning with the first year of Henry VIII, in French—the language of the courts at the time—are very valuable. The early journals of the Pennsylvania Assembly, though as many as 100 copies were printed, are now exceedingly scarce.

The General Library's choicest collection is in Pennsylvania history, travel, and genealogy. Pennsylvania imprints, or that collection of books published prior to 1835, is also large and exceedingly valuable. Another collection of the General Library of great value is found in bound Pennsylvania newspapers—more than 20,000 volumes—some dating back to pre-Revolutionary times.

Pennsylvania, one of the largest of the original thirteen colonies, is rich in colonial history. Scattered all over the State is much valuable historical material. It is to be found in garrets and cellars of private

homes and court houses, and should be collected and preserved before it is destroyed. Citizens of the State are asked to help educate county officials and those who possess these treasures as to their value. The State Library, through its Archives, offers storage for local collections, if they are entrusted to its care.

A Genealogical Section has been organized recently and operates in close conjunction with the Archives Division. It is giving noteworthy service to the citizens of the State and descendants of former citizens. No work of the Library is more appreciated.

The Extension Division is an evolution from the Free Library Commission, established by the Legislature in 1899, and made a part of the State Library's work in 1919. To this division is given the duty of supervising, encouraging, and directing the free library movement in the State, and of maintaining a system of traveling libraries for those living in places too small to provide library service for themselves. Reference work for school and public libraries is another service, and packet libraries are sent in connection with this work. The unusual book which they cannot afford to purchase is borrowed by public, school and college library through this division. By parcel post, express, bus and freight books are carried from the Extension Division to all parts of the State in an effort to bring library service to the three million of our citizens who are without it.

With the passage of the County Library Aid law in the session of 1931, making an appropriation for the work, the State Library was definitely launched on a program of county library development. Five counties are now organized and receive state aid, while demonstrations are being carried on in others.

The Library Extension Division issues a quarterly publication known as *Pennsylvania Library Notes* through which it endeavors to keep in touch with free public libraries and give to them the latest news in the library field. Helpful articles on library subjects, bibliographies, book reviews, and similar subjects make up its contents.

The latest development of this division is the organization of Reading Courses on any subject requested, and supplying books where they may not be obtained locally. Thus an opportunity is afforded the reader to follow a serious course of study to supplement his school education. It can be arranged for either advanced or elementary students.

PUBLIC LIBRARIES

The first library in Pennsylvania of which there is any mention was founded by some of the members of the Junto Club of Philadelphia, among whom Benjamin Franklin had a leading part. At one o'clock on Saturdays the library was opened for business, and a church bell was rung to announce the fact. The first librarian of this library, and consequently of Pennsylvania, was Louis Timothee and his salary was one pound a month. He served for three months, and was followed by Benjamin Franklin whose term of office was only one day longer.

The early libraries took seriously the questions of objectionable books. Among those in 1829 in the Apprentices Library of Philadelphia which were the cause of debate as to purchase were *Waverly*, *Woodstock*,

Modern Chivalry, Adventures of a Young Rifleman, and Don Quixote.
The Darby Library burned one book entitled *The Pupil of Pleasure*.

Between 1850 and 1866 we have record of the organization of twenty-one libraries, most of which are in existence today. All of these started as subscription libraries. To date, 267 public libraries have been established since 1850. Some of the earliest libraries started in the western part of Pennsylvania are those of Coudersport, 1850; Johnstown, 1872; Meadville, 1867; Sewickley, 1873; Warren, 1874; Washington, 1870.

In 1876 a real impetus was given to the free library development of the United States in the organization of the American Library Association which occurred at a meeting held in the Pennsylvania Historical Society's rooms, Philadelphia. At this time there were only about sixty free libraries in the country. This association started people all over the country thinking along the lines of the development of free public library service.

In 1887, the real free library movement began in Pennsylvania when Isaac S. Osterhout bequeathed his fortune to Wilkes-Barre for a free library. This library has been supported entirely by the income from the endowment he left. The first library in Pennsylvania to be supported by tax was that of Scranton, which was organized in 1889. A committee of the Scranton Board of Trade made a report on the subject, in which it recommended the starting of a free public library if the sum of \$35,000 could be raised. John Joseph Albright, a former resident of the city, presented the town with a building as a memorial to his parents, and his brothers and sisters gave the site for the building, which was that of the Albright homestead. The library was opened and the building dedicated in 1893. Since 1892 regular annual city appropriations have been made for its maintenance.

THE CARNEGIE LIBRARIES

In 1881 Andrew Carnegie offered to the city of Pittsburgh \$250,000 for a library on the condition that the city appropriate \$15,000 per year for its maintenance. The offer was declined, but Allegheny, at that time a separate town, asked that the offer be made to it. Mr. Carnegie agreed and gave to Allegheny \$300,000. A library was built which contains an art gallery, lecture room and music hall as well. It was opened in 1892. About this time Mr. Carnegie gave a library to Braddock also, and this library was the first Carnegie Library to open its doors in 1889. Braddock, Homestead, Carnegie and Duquesne all have libraries both built and endowed by Andrew Carnegie. Besides these Mr. Carnegie built libraries for eighteen other towns in Pennsylvania on the condition that the community assume the support.

In 1890 Mr. Carnegie offered to spend not less than \$1,000,000 for an institution for the city of Pittsburgh provided the city subscribe \$40,000 annually for its maintenance. This gift was accepted and the library was opened in 1895. Later the amount given was increased to \$5,000,000. In April, 1903, through his generosity, a training school for librarians was organized. It is now called the Carnegie Library School of the Institute of Technology, and is recognized as a graduate library school by the American Library Association.

FREE LIBRARY LAWS

The first law relating to free libraries was passed in 1864. It authorized school districts to accept and administer gifts of books, money or other property for public library purposes, but forbade the purchase of books at public expense, excepting professional books for the use of teachers. These district libraries, as they are referred to in the first six sections of the Act, were to be free for the use of any person over twelve years of age, resident in the district, subject to the rules and regulations thereof. Later sections of the Act made provision for school libraries "for pupils, or other persons connected with any common school," under very much the same conditions, but clearly limited the use to the schools.

The Act of 1895 authorized school districts, except in cities of the first and second class, to find and maintain free non-sectarian libraries and levy taxes not to exceed one mill on property assessed for school purposes for such purpose. Several of the city libraries of Pennsylvania were organized under its provisions, Erie, 1897, Easton (reorganized) 1901 and Phoenixville, 1896.

The School Code Commission amplified this Act when the Code was made in 1911 and many libraries have received at least partial support from school districts under this law. The wording of the School Code of 1911, however, left doubt in the minds of some interpreters of the law as to whether the "public school libraries" referred to in Article 25 should be defined as free public libraries for the use of all citizens, or as libraries for the free use of students in the schools. Present school laws follow the Code of 1911 in making provision for the organization, maintenance and assistance of free public libraries.

The Act of 1887 empowered any city to receive gifts of money, books, manuscripts or real or personal property for the purpose of establishing a free library and to make annual appropriations for its maintenance. A series of acts followed whereby cities, boroughs and townships were permitted, but not required, to establish and maintain public libraries.

One such Act, 1887, appropriated the tax on dogs to the support of public libraries in boroughs, "provided that such Library Companies shall provide and maintain a free reading room for the use of all the inhabitants of such boroughs."

In 1917 all the laws relating to the establishment of free public libraries under municipalities were re-written into a code. In this code the word municipalities was defined as being "any county, city, borough, town or township, as the case may be, but shall not be interpreted as meaning school district." The Library Code, Pennsylvania Laws 1143, July 20, 1917, repealed all other Acts relating to libraries established under municipal control. It provided for the establishment, support and control of libraries, and for assistance to free public libraries organized otherwise than under the law, that is, by endowment or gift.

In 1899 the Legislature made provision for a Free Library Commission to encourage the development of free libraries and to maintain a system of traveling libraries for the very small communities. Several of the public libraries of Pennsylvania had their origin in these traveling libraries which have been sent out regularly since 1899. In 1919 the Free Library Commission became a part of the State Library and this in turn was placed under the Department of Public Instruction in 1923.

Two more acts relating to free public libraries were passed by the Legislature since the 1917 Code, and one or two amendments have been made. The first act passed in June, 1931, provided a system of state aid for counties of the third, fourth, fifth, sixth, seventh and eighth classes which support or aid in the support of county library systems. The amount of aid is based on the size of the county and on the amount of money donated annually by the county commissioners. Eighth class counties receive 125 percent of the county appropriation, while third class counties are allotted 20 percent. The act also makes provision for a loan of books to any counties conducting a demonstration of county library service for a period of two years. It appropriated \$20,000 for the biennium to provide payment of this state aid.

COUNTY LIBRARY SERVICE

As previously noted, Pennsylvania now has five counties which have started county library service, those of Lancaster, Susquehanna, Dauphin, Clinton and Pike. Butler County at the present time is carrying on a demonstration of county service. Susquehanna was the first to start county service. This library, founded in 1902 and opened in 1908, was free to the county from the beginning. In the first year eight traveling libraries were sent out, and the work has been carried on steadily ever since. In 1921 it began a separate county collection of books, and in 1924 a book car was purchased and a county librarian added to the staff. The car, in addition to visiting the school and traveling library centers, makes house to house visits covering the county with several different routes.

In 1920 the Lancaster Library started to give county library service by opening service stations in Ephrata, Mount Joy and Marietta. The county commissioners have contributed regularly to the library since 1920 and the work has developed until now the Library has three branches and thirty-eight deposit stations throughout the county.

In 1925 money for county library service was appropriated by the county commissioners of Dauphin County, and a book truck was purchased. About one thousand books were obtained for a county collection and work in the county was begun by visiting one-room rural schools. In 1932 the report of the library gives a county circulation of 155,540. The library has three branches, and twenty-two stations in addition to the schools. One hundred and twelve county schools and thirty-one schools in Harrisburg are served.

In 1927 the commissioners of Clinton County gave the Lock Haven Library \$1000, and county service was begun there. County schools are provided with books and branch libraries have been opened in Renovo and Woolrich. Pike County also started circulating books throughout the county in 1927 and now has stations in Bushkill, Dingman's Ferry, and Paupack, in addition to its service to the schools.

Mention should be made of the Pennsylvania Library Association which was organized in 1901 and which has continually labored in the development of free libraries. The Association numbers among its members both library trustees and librarians, who work together to increase the number of libraries in the State, as well as to raise the standard of the service which the libraries render.

PUBLIC SCHOOL LIBRARIES

In 1897, Dr. Nathan C. Schaeffer, then Superintendent of Public Instruction, stated in his annual report: "When in the next century some historian shall give an account of the educational development of Pennsylvania, he will record it as a fact passing strange and well nigh incapable of explanation that for more than three decades there stood upon our statute books a law preventing boards of directors from appropriating any school funds to the purchase of books for a school library except such works of a strictly professional character as shall be necessary for the improvement of teachers" In the light of recent developments in the school library field, Dr. Schaeffer's prediction rings true.

The law referred to was that of 1864. It was the earliest legal provision made for school libraries. Although it prohibited the expenditure of school funds for a school library, it did make the board of directors responsible for providing cases for a collection of books donated or otherwise acquired for school use. Such books were to be placed in a school selected by the board as being the most suitable one in the school district. It further provided that any person over twelve years of age should be entitled without charge to use the books. And it designated that "one of the pupils of the said school, to be selected by the other with the consent of the selecting committee shall be the librarian of the school library."

Not until 1895 was the law changed to permit the school boards to spend money collected by taxation for school libraries. And even following that date the school library movement developed very slowly. In 1898 Superintendent Schaeffer reported that "there has been a marked increase in the number and size of libraries established and maintained in connection with the public schools. Comparatively few districts have availed themselves of the recent library legislation. Voluntary contributions, however, answer the same purpose as taxes, and indicate a growing interest in good literature on the part of the patrons and friends of the public schools."

THE PITTSBURGH PLAN

Pittsburgh has done a great deal for the school library movement in Pennsylvania. The library facilities provided in that city by Andrew Carnegie's generous gifts to the public have been largely responsible for this progress. In 1900 the Carnegie Library of Pittsburgh and representatives of the Principals Association met and planned a cooperative arrangement whereby the Carnegie Library of Pittsburgh might serve the schools. Books, in small collections, were circulated to the various schools. From this modest beginning, the work has expanded until now there has been a special Schools Department created in the Carnegie Library of Pittsburgh to act as a central clearing house for all books purchased for the school libraries of the city. This set-up has been accomplished by the combined efforts of the Carnegie Library of Pittsburgh and the Pittsburgh Board of Public Education.

Schenley High School, dedicated in 1916, has a large and well administered library. This was one of the first adequately appointed high school libraries in the State and served as a model for other schools.

Between 1920 and 1930 there was a rapid growth in platoon school libraries in Pittsburgh. Every platoon school had its own library room and library teacher, and well selected collections for reference, supplementary, and recreational reading. These school libraries demonstrated the effectiveness of library service in elementary schools. The Pennsylvania Council of School Librarians reports 325 librarians, of whom eighty are in elementary school libraries in Pittsburgh. While Pittsburgh was the pioneer, the other large cities in Pennsylvania now have well organized school libraries. This is especially true of Philadelphia, Scranton, Reading, Erie and Easton.

School libraries in Pennsylvania function under many plans and are of many types. York has a high school library that also serves the public. Connellsville serves the schools through its Carnegie Library, which is virtually supported by the school board. Meadville has a public library, which also gives service to the schools. Greenville's public library is supported by the City Council but is housed in a school building and used by the school. Warren has independent high school libraries, but the elementary schools receive pocket collections from the Warren public library. Wilkes-Barre employs a cooperative plan between the public library and the Board of Education, similar to that of Pittsburgh. Then there is the county library plan, which makes possible school library service in rural districts. State aid is granted to counties wishing to establish such libraries. The following five counties are now operating under this plan: Clinton, Dauphin, Lancaster, Pike and Susquehanna. The opportunity for further development is broad in scope. The county or regional unit is recognized by library specialists as being the ideal medium to promote school libraries in rural areas.

In 1921 an active campaign for school libraries was begun in Pennsylvania. Since then the State Teachers Colleges, other colleges giving library courses, Boards of School Directors, and the Department of Public Instruction have done much to make the slogan, "library service for every school in the Commonwealth" a reality. Each has contributed toward the common goal: the State Teachers Colleges and other colleges by preparing school librarians; Boards of School Directors by voting funds for the creation and support of school libraries; the Department of Public Instruction by compiling library lists, preparing manuals of organization and administration, and setting standards. Theoretically every school building in Pennsylvania has or will have reasonably satisfactory library facilities within the next four or five years. Districts which do not now have adequate library facilities are planning to make the necessary adjustments to secure adequate facilities as soon as possible. The direction of school libraries is now headed up in the various school divisions of the Department of Public Instruction. No new secondary school building is being approved by the Department of Public Instruction which does not provide facilities for a library.

Mention has been made of the work of the Pennsylvania Council of School Librarians. This Council is very effective in promoting library service in the State. It has also done pioneer work in placing before school authorities the need for school libraries.

The new methods of teaching and a broader curriculum are increasing the necessity for school libraries. The school library has become the

aboratory for every school activity, and it promises to attain ever greater importance in the century to come.

VISUAL EDUCATION AND THE STATE MUSEUM

VISUAL EDUCATION

The values of visual aids in instruction have long been recognized in the Department of Public Instruction. The need for such a division in the Department was discussed as early as 1923, and in 1925 a division was established with a director in charge.

The first step in the organization of a state-wide program was the appointment of visual education committees at the fourteen state and two city normal schools. This joint committee, composed of eighty members, outlined a plan of procedure and assisted in its development.

The second step was the matter of preparing instructors to give a course in visual-sensory techniques. This was done by repeated visits to the various teacher training institutions and through a series of conferences held in the Department of Public Instruction.

Constructive contributions were made by the normal schools and colleges through demonstrations to groups of teachers on the campus, and at the various county and city institutes. From the very beginning definite literature was developed and distributed. As a result of the efforts of the various committees, the Department of Public Instruction now has for the use of school officials and teachers of the State a large number of publications on visual and other sensory aids.

The most outstanding contribution of the State in visual education—from a constructive viewpoint—was the development of a definite course of study “A Summary of the Techniques of Visual and Other Sensory Aids for Teachers in Service and Teachers in Training.” The Board of Teachers College Presidents on March 22, 1929, recommended that beginning September 1, 1931, a course in visual instruction should be required of every person graduating from the State Teachers Colleges of Pennsylvania.

THE STATE MUSEUM

The State Museum was organized under an Act approved May 28, 1905, by Governor Samuel W. Pennypacker. This Act authorized the trustees of the State Library to extend its scope so as to include a museum for the preservation of objects illustrating the flora and fauna of the State, its mineralogy, geology, archeology, arts and history. The next year, 1906, the lantern slide section of the State Museum was organized. With the passage of years, additional extensions were made and much material collected.

With the removal of the State Library, November, 1931, from the building which also housed the Museum, the enlarged quarters made possible the rescue and organization of valuable materials that had been almost forgotten.

August 1, 1931, the Visual Education Division and the Pennsylvania State Museum were merged. This step has been acclaimed by the national and state visual education organizations as one of the most constructive in the history of visual education. The Museum materials are

realistic and concrete visual aids, and belong in a visual education program.

One of the objects of the Museum is to make its collections useful to teachers, school children, adults, and citizens generally. The entomology fauna, flora, and geology of Pennsylvania are displayed in scientific order. Unusual specimens have a prominent place so that they are easily observed by visitors to the Museum.

HISTORICAL DOCUMENTS AND EXHIBITS

The history of the State has been set up in a very effective way. For example, there is an attractive group which visualizes the friendly relationship established between Penn and the Indians. Opposite to this group is the Charter granted by King Charles II of England to William Penn, the first and second Charters granted by Penn to the people, and the Indian Deed signed by twenty-two Indian Chiefs and the commissioners who represented sons of William Penn.

Other interesting historical collections are the evolution of transportation vehicles, of home lighting, and of home heating in Pennsylvania; the wood age in Pennsylvania; a school room of 1834 period showing the furniture, stove, textbooks and other materials used when Pennsylvania passed the Common School Law.

One of the impressive rooms is that housing the Gettysburg materials. Prominent in this is the Rothermel painting of the Battle of Gettysburg which serves as a background to the immortal Lincoln who stands in front on a pedestal on which is a bronze tablet containing the famous Gettysburg address. In this room also are a Confederate Flag, a British Red Coat, and a stone marker which formed the boundary line between Pennsylvania and Maryland and later became the line of division between the free and slave states, the Mason and Dixon Line.

In the lobby is an unusual collection of earthenware, china ware, and glass ware, among which are very rare specimens. An equally interesting exhibit in the same room is the collection of quilts, coverlets, and clothing from the colonial period to the latter half of the nineteenth century.

No state in the Union can equal Pennsylvania's collection of music manuscripts representing Stephen Collins Foster, founder of American folk music; Ethelbert Nevin who made the transition from folk to art song; Charles Wakefield Cadman, famous for his Indian themes; Henry T. Burleigh, noted negro composer, and several others of lesser note.

Equally interesting is the collection of literary manuscripts representing the following writers: Margaret Deland, Joseph Hergesheimer, Grace Livingstone Hill, Helen R. Martin, Katherine Mayo, Lloyd Mifflin, Christopher Morley, Agnes Repplier, Elsie Singmaster, Mark Sullivan, Ida Tarbell, Henry VanDyke, Lelia Gardner White, Margaret Widemer, Owen Wister.

The Museum authorities are now at work assembling a collection of art specimens representative of Pennsylvania artists who have gained eminence in American and International Art.

THE FARM SHOW AS AN EDUCATIONAL PROJECT

EARLY BEGINNINGS

The roots of the present Farm Show go back into the early history of the Commonwealth. As far back as 1838 the Philadelphia Society for the Promotion of Agriculture held an exhibition of livestock and farm products. In 1859 the Pennsylvania Fruit Growers provided for an exhibition in connection with its annual meeting. In 1874, the Pennsylvania Dairymen's Association exhibited machinery and dairy products at the place of their annual meeting. For some years prior to the organization of the State Farm Products Show, the State Board of Agriculture, the State Horticulture Association, the Livestock Breeders' Association, and occasionally other organizations held meetings in Harrisburg in January of each year. It was customary during this period, to have exhibits of livestock and other agricultural products. The Livestock Breeders' Association sponsored a corn show which was held in Harrisburg some years and at other points in the State in other years later, the idea of bringing all the separate interests together into a single unit was suggested and first carried out in 1917. The Show as organized that year was the result of action taken by the various agricultural organizations and institutions.

In January 1917 the first of these agricultural weeks made up of a State Farm Products Show and the annual meeting of farm organizations, was held in Harrisburg. In that year 10,000 square feet sufficed for the exhibits presented. By 1930, 125,000 square feet were required. The 1927 General Assembly, by amendment to the Administrative Code, authorized the creation of the State Farm Products Commission, which is fully responsible for the annual exhibition. Two years later the General Assembly made an appropriation of \$1,340,000 for the construction of an agricultural exposition building. This Farm Show Building covers ten acres of space, has a frontage the length of two city blocks, and includes two judging arenas and an auditorium with a seating capacity of 3000. The 1934 Show included 9400 exhibits and 140 speakers. More than 275,000 people attended.

ATYPICAL ACTIVITIES

The name Farm Show indicates the character of the exhibits and work done. The Farm Show, however, is not confined to purely agricultural implements or products. Exhibits include every output and need of the farm home, such as canning, cooking, dressmaking, industrial work, and possibilities for making farm life happier and more successful. Practically every division includes opportunity for exhibits by juniors from ten to twenty years of age, both as individuals and independent groups, as well as exhibits of work along relevant lines developed in the schools, particularly in the vocational schools.

In 1934, a total of 1096 individual exhibits were entered by the vocational and 4-H boys and girls. The junior exhibit each year is a constantly increasing expression of *learning by doing* in terms of concrete activities and products. The same principles hold true in relation to adult education through Farm Show products. The combination of the two illustrates the highest type of educational ideals.

EXTRA-CURRICULAR ACTIVITIES

In the elementary school extra-curricular activities are not so thoroughly a part of school life as in the high school. All the common types of such activities are found, but extensively organized extra-curricular programs are, for the most part, lacking. On the other hand, one of the characteristic features of secondary education in America has been the extra-curricular activity program which developed in response to the needs of the students for recreation and for broadening experiences not provided in regular studies.

TYPICAL INTERESTS

These activities developed spontaneously in the earliest secondary schools. It is interesting to note that one of the first demands of students was for some form of physical activity. Out of the early program of athletics our present program in physical education and athletics has grown. Although Benjamin Franklin had early recommended the development of a program of physical education, physical activities in the schools first came in response to the demands of the pupils. To quote from Mulhern's *A History of Secondary Education in Pennsylvania*: "In 1802 the boys in the mathematical department of the William Penn Charter School complained to the officers that while the Latin students had a yard to play in, they had no such privilege." In secondary schools for girls, physical education was one of the first activities to be introduced.

Another feature of today's program which had its beginning as an extra-curricular activity was the library. For many years the library was regarded as outside the province of legitimate support by boards of school directors. From 1864 to 1895 the school laws of Pennsylvania prohibited expenditures by boards of school directors for library books except for teachers.

Other activities in the early secondary schools included literary societies, science clubs, student publications and music clubs. The expansion of the program may be shown by the list of the numerous activities of an extra-curricular nature conducted in high schools at the present time. These include camera, dramatic, debating, bird study, surveying, blueprint, camping, outdoor, signaling, radio, canoe, motorboat, English, French, German, ceramics, archery, rifle, Indian lore, history, and biography. Schools in many rural communities have organized junior project activities such as dairy, corn, fruit, swine, potato and poultry groups. Future Farmer Chapters have been organized in upwards of hundred communities where vocational agriculture is offered. Junior Mechanics Clubs have been organized in many of the larger centers where instruction in practical arts and industrial education is available. Home Economics Clubs for groups interested in foods, clothing and millinery have been organized in many schools of the Commonwealth. Today extra-curricular activities are recognized as a regular part of the school program. These activities when properly directed furnish valuable social training, give additional avenues for exploring the capacities of students, furnish hobbies for students, and provide for the worthwhile use of leisure time.

STUDENT GOVERNMENT

One of the early expressions of secondary school pupils along extra-curricular lines was toward student government. Mulhern describes an early attempt of pupils in the William Penn Charter School to set up some form of student government. In 1777 the boys of this school organized a court which was short-lived because of teacher interference.

STUDENT PUBLICATIONS

There was also a great deal of journalistic activity on the part of students in the William Penn Charter School. Among some of the early papers were the *Monthly Magazine* and *Literary Magazine* which first appeared in August, 1774. *The Public School Gazetteer* and *The Public School Intelligencer* were later publications in the same school. The first printed student journal which has yet been found was *The Athenian* published by the students in the Athens Academy at Athens, Pennsylvania. This appears to be the first printed student paper in America. The first issue, a copy of which is preserved in the Spaulding Museum at Athens, was published August 10, 1841. *The Annual Gift*, an early publication of the Susquehanna Institute appeared in 1856. *The Students' Quarterly* at the McAlisterville Academy began publication in 1860. *Our Effort*, a publication of the Junior Scientific Society of the York County Academy appeared during 1871.

LITERARY SOCIETIES

Literary societies with Greek names made their appearance very early and were generally encouraged by the teachers. The Philo Literary Society was organized at the Canonsburg Academy in 1797. Other early societies of a literary character mentioned by Mulhern include those at Milton Academy, 1821; York County Academy, 1829; Erie, 1832; Coudersport, 1843; Franklin, 1847; Eldersridge, 1850; Freeburg, 1857; George's Creek, 1857; Swatara Collegiate Institute, 1859; and Waterford, 1874.

CONTINUITY OF INTERESTS

Extra-curricular activities in public high schools followed the general trend established in early secondary schools. Literary societies abounded at the Central High School, Philadelphia, in the decade between 1850 and 1860. A literary society for boys existed in the Lancaster High School in 1854. Societies are reported for the Erie High School in 1871, the Lock Haven High School in 1874, and the Corry High School in 1876. Scientific societies were organized in Erie in 1880 and in 1882 there was an Agassiz Association in the Norristown High School. The Harrisburg High School boasted a music club in 1872.

The recent history of the rapid development of extra-curricular activities in Pennsylvania high schools is familiar to all students of education. During the past thirty years, the philosophy governing student activities outside the classroom has assigned such activities a place in the secondary school program as important as that of the classroom itself. The growth

of student activities has been one of the most significant aspects in the development of secondary education.

SUPERVISION AND ADMINISTRATION

COUNTY SUPERINTENDENT

The early need for some type of supervision of schools evidently was apparent to friends of the free public school movement. In 1843 a law was enacted permitting the appointment of an inspector of schools in each district. The Act of 1854 provided for the election of a county superintendent by the school directors in each county. For the first time, each county school system had an executive officer and supervisor. It was his duty to visit "as often as practicable" the several schools in his county; to examine and certificate teachers; to see that the curriculum prescribed by the law and the board of school directors was taught.

School directors, almost without exception, were hostile to the office of county superintendent. In many counties, salaries were fixed at unbelievably low figures. So, too, this hostility made the discharge of the obligations of the office difficult. Wickersham says:

"While the ill feeling towards the office lasted, the County Superintendents, in performing their work, had to row against a strong, rough tide. Their examinations were often unjustly criticised, their visitations were unwelcome, their advice was unheeded, and even their presence was considered an offense. Under these circumstances, the weak did nothing, the timid shrank from the conflict, and none but the strong and brave could make a fight with any hope of winning it."

The enemies of this office united to secure its repeal at the next meeting of the Legislature, and the repeal of the Act establishing the county superintendency was one of the points around which the politics of the time centered. James Pollock defeated Governor Bigler. It was generally expected that the new administration would not defend the unpopular school legislation of the preceding year, and that they would either passively or actively work for its repeal. There was much disappointment when Governor Pollock insisted that the new office should have at least a fair trial and when Curtin, as Secretary of the Commonwealth and Superintendent of Schools, and Hickok, as Deputy Superintendent of Schools, were equally strong in their defense of the office of the county superintendent.

As previously stated, the examination of teachers was one of the duties of the county superintendent. Previous to the establishment of this office, directors had given such examinations as were held. As a matter of fact, examinations were pretty much a "dead letter." A considerable number of the new county superintendents, on the other hand, tried to give examinations that expressed the real needs of the teacher. Naturally, teachers who failed in these examinations were resentful. Disgruntled directors added to the fire.

With the passage of time, the value of the office of county superintendent has been recognized and has been guarded by legislative action, both as to duties and salary. In 1915 the first appropriation was made for salaries of assistant county superintendents.

The names of the first county superintendents with the salary of each is given by Wickersham follow:

dams, David Wills	\$ 300.00	Lancaster, J. P. Wickersham ..	1,500.00
Allegheny, James M. Pryor	1,000.00	Lawrence, Thomas Berry	500.00
Armstrong, John A. Campbell ..	300.00	Lebanon, John H. Kluge	760.00
eaver, Thomas Nicholson	350.00	Lehigh, Charles W. Cooper	500.00
edford, T. W. B. McFadden ..	300.00	Luzerne, John W. Lescher	500.00
erks, William A. Good	250.00	Lycoming, J. W. Barrett	500.00
lair, Hugh A. Caldwell	400.00	McKean, Fordyce A. Allen	250.00
radford, Emanuel Guyer	500.00	Mercer, James C. Brown	400.00
ucks, Joseph Fell	1,000.00	Mifflin, Robert C. Ross	500.00
utler, Isaac Black	300.00	Monroe, Chas. S. Detrick	300.00
ambria, Robert L. Johnston ..	400.00	Montgomery, Ephraim L. Acker ..	600.00
arbon, Joseph H. Siewers	400.00	Montour, Paul Leidy	350.00
entre, William J. Gibson	600.00	Northampton, Valentine Hilburn ..	625.00
chester, R. Agnew Futhey	1,000.00	Northumberland, J. J. Reimen-	
larion, Robert W. Orr	300.00	snyder	350.00
learfield, A. T. Schryver	200.00	Perry, Adam Height	300.00
linton, R. C. Allison	300.00	Pike, Ira B. Newman	100.00
olumbia, J. E. Bradley	300.00	Potter, M. R. Gage	300.00
rawford, S. S. Sears	400.00	Schuylkill, J. K. Krewson	1,000.00
umberland, Daniel Shelly	500.00	Somerset, Jos. J. Stutzman	400.00
auphin, S. D. Ingram	300.00	Sullivan, Richard Bedford	50.00
Delaware, George Smith	500.00	Susquehanna, Willard Richardson ..	350.00
lk, W. B. Gillis	75.00	Tioga, J. F. Calkins	400.00
rie, W. H. Armstrong	600.00	Union, J. S. Whitman	300.00
ayette, J. V. Gibbons	600.00	Venango, Manley C. Bebee	200.00
orest, John O. Hays	250.00	Warren, Theo. D. Edwards	300.00
Franklin, James McDowell	600.00	Washington, John L. Gow	1,000.00
ulton, Robert Ross	100.00	Wayne, John F. Stoddard	500.00
Greene, John A. Gordon	262.50	Westmoreland, Matthew	
Huntingdon, James S. Barr	300.00	McKinstry	550.00
ndiana, Sam. P. Bollman	500.00	Wyoming, Cornelius R. Lane ..	150.00
efferson, John C. Wagaman ..	300.00	York, Jacob Kirk	500.00
uniata, David Laughlin	200.00		

THE DISTRICT SUPERINTENDENT

The law of 1867 made specific provision for the district superintendency and removed the office from the jurisdiction of the county superintendent. By 1879, fourteen cities had elected superintendents and in 1884 there were forty-two cities having superintendents. At the present time, 1934, there are 178 district superintendents in the State.

THE SUPERVISING PRINCIPAL

The office of supervising principal was authorized in 1901. The Legislature of 1931 enacted the law increasing the professional qualifications for the supervising principal's certificate and for the superintendent's commission. The present School Law also includes provision for the establishment of principalships and supervisory staffs. In many districts, supervisors of art, music, health, domestic and manual arts, agriculture, kindergarten, and elementary schools have been appointed, in addition to the superintendent or supervising principal.

SOME RESULTS OF SUPERVISION

The success of supervisory and administrative officers is nowhere more evident than in the large decrease in so-called failures. This is clearly shown by the age-grade tables which have been compiled since 1921. The number of pupils over age for their grade has decreased from thirty-three percent of the total enrollment in 1924 to twenty-five percent in 1932.

There is still much to be done but a very definite start has been made. A judicious improvement in age-grade conditions means a reduction in the amount of money that must be spent for re-education of pupils who have been permitted to fail in their work.

DEVELOPMENT OF THE CURRICULUM

With few exceptions, the subject matter of the curriculum of the pioneer elementary school was extremely meagre. In many schools, reading and a little arithmetic were the only subjects studied. Girls frequently were omitted when instruction was given in handwriting as it was thought that this subject had no practical value for them. Gradually, grammar and composition became common subjects. With increased public demand, other subjects were added. The following extracts from the records of the first County Superintendent of Bucks County illustrate the type of curriculum that operated in the early days of free public school education:

"A majority of the schools that I have visited are miserably 'kept.' I have observed but little teaching in them. The exercises of the schoolroom consisted in calling words without the remotest idea on the part of the pupils that those words were arranged for the purpose of embodying and conveying thought. The rules of arithmetic to them were entirely unintelligible."

"I was out last week on foot traveling from school to school. With two exceptions, it was my fortune to visit those in which grammar and geography were not taught. In one of them, which was located near the Delaware, after I had exercised the children in arithmetic, I asked them the name of the river which they had all frequently seen and in which many of them had repeatedly bathed. Not one was able to answer the question They did not know the name of the county, town, nor any other question I asked them except one young man knew Harrisburg was the capital of Pennsylvania."¹

The diverse conditions existing in the varying types of schools which have marked the development of secondary education in Pennsylvania make it difficult to generalize regarding the curriculum. In the early colonial secondary schools conducted under religious auspices the influence of the classics was strong, whereas the curriculum in the schools conducted by private masters in the colonies was largely of a practical nature. To quote from Mulhern:

"As a general rule, the private master taught the practical and scientific rather than the traditional classic subjects. It was evidently for these that the need was most urgent. A demand for trained navigators was met by greater emphasis on navigation in these schools; a demand for surveyors was similarly responded to It would appear that the business master found the mathematical, scientific, and vocational subjects by far in greatest demand. Between 1725 when John Shields was teaching 'Trigonometry, Plain and Oblique, Surveying, Gaugeing, Dialling, and Navigation, and 1783, when George Fitzgerald taught a wide range of similar subjects, considerably more than half of these teachers taught the mathematical and scientific subjects, either exclusively or in conjunction with one or two languages."

According to Mulhern, English apparently was not offered in private secondary schools until 1750. In the other colonial schools such as the Penn Charter School, the predominate aim according to Mulhern was cultural, "the utilitarian being disregarded to a considerable extent in others than the schools of the private masters, where efficiency as navigators, surveyors, and merchants received a pronounced emphasis."

¹ Walsh. History and Organization of Education in Pennsylvania, pages 159-160.

The curriculum of the academies, according to the study made by Mulhern, was characterized by a large number of subjects or subdivisions of subjects and a considerable amount of elementary material. "Not infrequently did the institutions provide for instruction in from forty to eventy different subjects or their subdivisions, the latter comprising such items as the separate authors in Latin and Greek which were offered." Mulhern further calls attention to "the great emphasis placed upon the ancient classics, and the uniformity of that emphasis throughout the entire period. Tradition, college entrance requirements, and probably the formal disciplinary conception of education, explain this practice."

In the early academies there were no organized curricula. Students apparently were permitted to select individual subjects which appealed to them. Before the middle of the nineteenth century, however, the academies began the practice of classifying their subjects into departments out of which grew the special curricula of the modern secondary school.

The curriculum of the public high school was based on the program used in the academy. The following generalization is made by Mulhern:

"The vast majority of the high schools of the State before 1900 offered only one curriculum. Like the academies they offered many subjects of study and students probably were given a certain degree of freedom in choosing their studies. The high school courses, however, were almost universally carefully and definitely organized, and graduation depended on the successful completion of the course..... While the vast majority were one course schools, a goodly number offered two or more curriculums. It has been noted that the Central High School of Philadelphia, in its earliest years, offered three curriculums..... The growth of commercial education was slow until after the turn of the century."

Mulhern in his History of Secondary Education in Pennsylvania gives a table developed from original material in the archives of the Department of Public Instruction which shows the percent of 205 high schools in 1898 having students studying certain subjects. For comparative data showing the present status of the secondary school program of studies he reader is referred to Bulletin 27 of the Department of Public Instruction, *Classification of Public Secondary Schools*, 1930-31, page 85.

THE MODERN CURRICULUM

The large changes in the subject matter of the curriculum since 1834 are significant. These changes, however, are far less significant than the changes that have come about in the spirit of curricular material and the objectives which today's schools seek to realize through these materials. Organized objectives were mostly lacking in the early schools of the Commonwealth. Frequently, the work done sought little beyond mere literacy. With increased recognition of the objectives and responsibilities of our democracy, and a realization of the relation of education to character building, a reorganization has taken place, both in relation to facts taught and instructional methods employed. Facts included in today's curriculum are chosen on a basis of social and civic significance in terms of today's life. The ability to think, to arrive at conclusions on a basis of facts and to put desirable conclusions into operation are developed through practice in doing these things.

At the present time, the State Department of Public Instruction, with



A TYPICAL EXAMPLE OF PRESENT DAY TEACHING METHODS

the cooperation of leaders in the various fields of education, is bringing to completion revisions of the various subjects of study, based on the principles suggested above. A course of study in science for the first six grades, published in 1932, is the first course in this subject for these grades organized for general use in the schools of the State since 1900. Courses for succeeding grades in this subject also have been organized thus providing a continuous and unified course in science from grade one to twelve. The same principles have been followed in revising the courses in the social studies and in other subjects. In their finality, however, the accomplishments of courses of study are what supervisory officials and teachers make them; in the subject matter emphasized, and in the skill with which pupils are guided toward desirable outcomes. To quote from the *One-Teacher Elementary Schools Course of Study and Handbook of Organization*:

"When teachers are as anxious that their pupils shall learn to want to cast their ballots at civic elections, as they are that they shall know the multiplication tables and spell correctly, the percentage of our citizens who perform this duty will undoubtedly increase accordingly. So, too, when teachers are as anxious that their pupils shall learn to seek and demand the operation of law and order as they are that they shall make satisfactory progress in learning to read, the operation of law and order will no doubt take on additional vitality."

PENNSYLVANIA STATE EDUCATION ASSOCIATION

Two major factors that undoubtedly contributed to the formation of local groups of educational workers were the desire for an exchange of methods in school management, instruction, and control, and, in addition, the desire to create sentiment for better schools locally and ultimately for a state-wide school system.

The earliest of the local organizations as reported by Wickersham was a "society for the promotion of a rational system of education" which was organized in Philadelphia in 1814. Other local organizations in the early

eriod were the Society for the Promotion of Public Schools of Pennsylvania, organized in 1827 in Philadelphia, and an Association of Teachers organized in Philadelphia in 1831. This latter organization addressed a circular to teachers and friends of education throughout the State of Pennsylvania and stated as its objectives:

1. To investigate those principles appertaining to the philosophy of mind, its faculties, their management, the connection subsisting between the moral, intellectual and physical powers, and their best method of development.

2. To awaken public attention to the subject of education.

Other local teacher organizations were the Philadelphia Lyceum of Teachers organized in Philadelphia in 1835; the Schoolmasters' Synod of Lehigh County which met in 1827 and 1829; the Bucks County Education Society; the York Association of Teachers; the Mechanicsburg, Northumberland County, Mutual Improvement Society; and the Teachers' Association of Adams County, all of which organized in the period from 1827 and 1835.

EARLY EDUCATIONAL ASSOCIATIONS

While little is known of what happened at the meetings of early educational Associations, particular reference should be made to a convention of teachers and friends of education which met in the Court House at Carlisle on December 19, 1835. Before this meeting adjourned, the following topics were adopted for consideration and discussion at the next meeting to be held June 25, 1836:

1. What is the best mode of securing a competent number of well-qualified teachers of common schools to meet the exigencies of the county?
2. The influence of education on the character and stability of civil institutions, and the direction and modification which it gives to political relations.
3. The evils existing in our common schools, and appropriate remedies.
4. The influence of employing visible illustrations in imparting instruction to children.
5. Best modes of governing children and of exciting their interest in their studies.
6. Importance of a uniformity of textbooks.

Particularly in the late forties and the early fifties, additional local associations were organized. Among these should be mentioned the Erie Education Society in 1846; the Association of Teachers in Allegheny County in 1847; a convention of teachers in Centre County in 1849; the Common School Association of Washington County which met in 1850, 1851, and 1853; the Teachers Organization of Mercer and Crawford Counties in 1850; "in order to commence the work of reform in this region" a committee of teachers organized in Northumberland County in 1850; the Lancaster County Educational Association in 1851; and the Schuylkill County Educational Association in 1851. In addition, according to Wickersham, during this period, or at least soon after, associations of teachers were holding meetings in the counties of Susquehanna, Westmoreland, Beaver, Armstrong, Blair, Huntingdon, Perry, Cumberland, Adams, Berks, Lehigh, Chester, Somerset, Fayette, Juniata and Mifflin.

In several instances these early organizations published pamphlets containing their constitutions and proceedings. During this early period however, most of these publications were short-lived. One of the earliest of these which deserves special mention is the *Common School Journal of the State of Pennsylvania*, published in 1844. In Volume I the following appears:

"Next to the collection and diffusion of information of intelligence in regard to the state of public instruction, we would esteem it especially important to enlist the attention of Directors, Teachers, and others engaged in the cause, to the suggestion and discussion of *improvements*. There is no school district, no school house, no school book that is not susceptible of being made better. There are some, perhaps, that could not be made worse, but there are none that do not need to be made better. No one knows this better than those, whether Teachers, Directors, or others, who have been most zealous for improvement, and most successful. Will not some of those who have been successful in their experiments, communicate their methods for the benefit of others? Those, on the other hand, who find themselves embarrassed and unsuccessful, might do well to communicate their difficulties and doubts for solution by others who have been more fortunate. In short, the Common School Journal might be, as we have intended it should be, a vehicle not for the propagation of partisan dogmas of any description, but for truthful and temperate discussion, with a view not to the establishment or overthrow of a theory, but to the investigation of truth, the dissemination of knowledge, and the promotion of improvement in regard to Common Schools."

This typifies the spirit which prompted all of these early organizations and early publications. It is a spirit of improvement, both of the individual and the cause, which, in all history, has been so characteristic of voluntary teachers' organizations.

ORGANIZATION OF STATE TEACHERS ASSOCIATION

As the number of local organizations increased and their helpful influences were more generally recognized, the organization of a state-wide convention was a natural step. Early records indicate that in January 1850, a State convention of "Friends of Education" was held in Harrisburg. It was not until December, 1852, however that a state-wide organization designated as the Pennsylvania State Teachers Association was organized. At that time 24 schoolmen assembled at Harrisburg at the call of the Allegheny County Association of Teachers and Friends of Education. While the membership of the convention was small, its personnel, as reported by Wickersham, was principally young men able, earnest, and devoted to the great cause which they served. The influence of this group of men and others working through their new association cannot be measured. Wickersham pays great tribute to the influence of this new organization as follows:

"This, however, must be said, that at the time of the organization of the State Association, there was little vitality in the public school system, and all attempts at a union among teachers had proven short-lived and abortive. The Association bound the teachers of the State together in a common brotherhood, and at once became a powerful agency in securing the county superintendency, a separate School Department, an educational journal, and Normal Schools. All these measures would probably have failed, had they not been advocated and sustained by a public sentiment in good part of its creation. The leading feature of the early meetings of the Association was the discussion of questions of State school policy. Memorials were sent to the legislature, and committees were appointed to prepare and press forward bills relating to education. Every meeting had about it the flavor of reform—the action taken being positive, persistent, aggressive."

The present *Pennsylvania School Journal* had its beginning as the *McMaster County School Journal* dated January, 1852, which, at the end of six numbers and with a subscription list of less than 100, became a state-wide magazine known as the *Pennsylvania School Journal*. From the beginning, this publication was the accepted mouthpiece of the State Teachers Association.

The first meetings of the Association were held semi-annually, during the summer and at the Christmas holidays. But after 1857 the summer meeting was dispensed with. In 1862 no meeting was held because of a threatened invasion of Pennsylvania by the Confederate Army. During 1879 when the National Education Association met in Philadelphia, and in 1893 and 1904, national exposition years, the Association did not convene.

In 1900 the State Teachers Association reorganized at Williamsport with a new constitution and by-laws, modeled upon those of the N. E. A.; at that time the name was changed to the Pennsylvania State Educational Association. In 1920 a third constitution was adopted which incorporated local branches comprising teachers' institutes; delegate representation, contributing to the democratic government of the Association; opportunity to form convention districts, thus making the advantages of the Association more accessible to the teachers; the employment of a full-time executive secretary; the formation of a democratically chosen executive council; and the purchase of the *Pennsylvania School Journal*. At that time the name of the Association was shortened by two letters to the Pennsylvania State Education Association.

The steady growth of the Association is shown by a comparison of its membership at each reorganization period. From 1852 to 1900 the membership grew from 24 to 376. By 1920, the time of the second reorganization, the membership had grown to 34,477. The latest report (1932) shows a membership of 60,818.

Eighty-two years ago when that group of Pennsylvanians interested in educational advancement met in Harrisburg, they passed resolutions providing for the founding of two normal schools; the organization of teachers' institutes and associations in each county; the creation of a Department of Education distinct from the office of the Secretary of the Commonwealth; the publication of a journal; and the establishment of an office of county superintendent. All these recommendations have long since been fulfilled.

"New occasions teach new duties." Security of position for competent teachers, freedom from political domination, adequate salaries, more efficient units of school administration, a revision of the assessment and taxing system, a greater proportion of the cost of education transferred from local real estate to the State, and a more equitable distribution of state funds, such are the problems with which the schoolmen of today are working. And we may confidently anticipate as happy solutions for the conscientious workers of the present as have rewarded the labor of the schoolmen of two or three generations.

PRESENT STATUS OF PENNSYLVANIA STATE EDUCATION ASSOCIATION

The Pennsylvania State Education Association at the present time is the largest voluntary state association of educational workers in the United

States. Its purpose is not unlike that of the early organizations teachers and educational workers, namely, the collection and diffusion information in regard to the state of public instruction and the enlistment of educational workers for improvements. The methods are not dissimilar to those of the early organizations. Meetings of teachers in local branches, in convention districts, and in the annual state meeting provide for an interchange of opinion and a discussion of the immediate problems confronting public instruction and the public schools. During the year, number of committees give their attention to the solution of outstanding educational problems and each month during the school year the *Pennsylvania School Journal*, in an edition of more than 60,000 carries information, inspiration, and helpful suggestions to all members of the Association.

THE PENNSYLVANIA SCHOOL EMPLOYES' RETIREMENT SYSTEM

The happiness and contentment with which the teacher carries on her work is a large influence in determining the character of this work. Consideration of a century of progress in public school education, therefore, would be incomplete without some consideration of the Pennsylvania School Employes' Retirement System.

The Pennsylvania School Employes' Retirement Law was enacted on July 18, 1917, and the Retirement System was established on July 1, 1918.

The management of the Retirement System is vested in a Retirement Board consisting of the State Superintendent of Public Instruction, who is designated as chairman; the State Treasurer, a member appointed by the Governor; three members of the Retirement Association and one member, not a public school employe nor officer or employe of the State, who is elected by the other members of the Board.

The State Treasurer is designated by the Retirement Law as the custodian of the funds of the Retirement System.

The school employes who are members of the Retirement System contribute one-half the cost of their retirement allowances, the local school districts pay one-fourth of the cost and the State pays one-fourth of the cost.

Retirement is optional for school employes who attain the age of sixty-two years and compulsory at age of seventy. Employes who become incapacitated for school service with at least ten years of service, and who have not attained the age of sixty-two, are eligible to receive a disability retirement allowance.

A thorough actuarial valuation and investigation of the Retirement Fund is made annually, thus assuring the continued actuarial soundness of the Retirement System.

SCHOOL ATTENDANCE

One of the problems facing the newly elected county superintendent in 1854 was irregular attendance. One county superintendent is quoted as saying: "In some of the districts, one-third of the pupils, or more, are not punctual in this respect." Many parents were indifferent to the matter of regular attendance.

During this period many of the leaders felt the need of a compulsory

ttendance law the purpose of which would be to guarantee to the children of the Commonwealth the opportunity to attend school and place upon parents and guardians the responsibility for their regular attendance. At first the legislators were indifferent or actually opposed to such suggestions and it was not until 1895 that the first compulsory school attendance law was enacted. This law required all children eight to thirteen years of age to attend school sixteen weeks each year unless they were exempted under the provisions of the law. It also required the assessor to make a list of all children between eight and thirteen years of age. Teachers were required to report to the secretary of the school board each month the names of those who were out of school five days without a reasonable excuse. Provisions also were made for the prosecution of parents in cases of non-attendance. The employment of an attendance officer was made optional. In 1897 this law was changed so as to apply to children between the ages of eight and sixteen years for the entire term, the present requirement, except that a proviso authorized directors to reduce the period of compulsory attendance to seventy percent of the school term.

PRESENT ATTENDANCE REGULATIONS

Various modifications of the law have been made. In 1931 the seventy percent proviso was repealed so that at present all children between eight and sixteen years of age are to attend school the entire term. As soon as they have been absent without valid reason, the equivalent of three days during the term, such absence is to be reported promptly to the proper school official. Comparatively few children of the specified ages are exempt from the provisions of the present law.

This law makes provision, under specified conditions, for the issuance of employment certificates and permits for children between the ages of fourteen and sixteen years who have completed the sixth grade or its equivalent. In order that these children may continue their education, provision has been made for the establishment of Continuation Schools in school districts where there are twenty or more children employed on general employment certificates. The National Recovery Administration Regulations prohibit the employment during school hours of children under sixteen years of age.

In the Act of 1834 a minimum school term of three months was provided. In 1849 a four-month term was provided, but this law caused so many objections that it was repealed in 1851. The four month minimum term requirement was enacted in 1854. By 1899 the minimum term had been extended to seven months. The Act of 1921 provided that districts having a total population of 5000 or more, according to the latest Federal census, should have a minimum term of 180 days and that the remaining districts should have a minimum term of 150 days during 1921-1922 and 160 days thereafter. In 1925 the law was amended so as to require all approved high schools to have a minimum term of 180 days.

COMPARATIVE STATISTICS

The average length of the school term in 1835 was four months and three days. By 1886 this had been increased to five months and fifteen days. In 1932 the average length of the term was approximately nine months for elementary pupils.

The following table is included as a contrast to the reports submitted when it was stated that attendance was very irregular and alleged that less than half of the children who should have enrolled in the schools had entered:

**COMPARATIVE ATTENDANCE STATISTICS FOR THE DECADE
1922-23 TO 1931-32, INCLUSIVE**

Item	1923	1932	Percent gain or loss
School census, 6-16	1,843,079	2,010,566	+ 9.1
Net enrollment, exclusive of kindergarten	1,703,284	1,967,286	+ 15.5
Average daily attendance	1,459,765	1,758,109	+ 20.4
Aggregate days attended	260,858,531	314,518,285	+ 20.6
Percent of attendance	90	94	—
Number of tardy cases	1,921,792	1,216,801	— 36.6
No. of different pupils unlawfully absent	151,620	68,407	— 45.1
Number of half-days of truancy	569,712	303,787	— 53.3

The Federal Census records show that 97.3 percent of Pennsylvania children 7 to 13 years of age inclusive were enrolled in school during the year 1930, compare with 94.5 in 1920. These records also show that 91.2 percent of those 14 and 15 years of age inclusive were enrolled in school during the year 1930 as compared with 79.6 in 1920. Some of these children were enrolled in parochial schools.

SCHOOL BUILDINGS

Prior to 1855 Pennsylvania had not set up any guiding principles for school districts in the planning of school buildings or the election of school sites. The Act of May 8, 1854, authorized the Superintendent of Public Instruction "to employ a competent person or persons to submit and propose Plans and Drawings for School House Architecture (and to have them engraved and printed with full Specifications and Estimates."

In 1855 Thomas H. Burrowes edited and published, by the authority of the State, *A Manual of Directions and Plans for Grading, Locating, Constructing, Heating, Ventilating and Furnishing Common School Houses*.

This manual presented the best thought of the day concerning the location of school sites. It said, in part:

"A proper school lot is not merely a central spot, large enough to accommodate the building and readily accessible to all the Pupils. In addition to this, it should also be a pleasant place, so that they, for whose use it is designed, should wish to go and be there;—a place large enough for, and so arranged as to admit of, the usual and legitimate enjoyments of play-time;—a place possessed of all the conveniences necessary for the purpose, yet so retired from improper extraneous influences as to avoid the exposure of the Pupil's health to injury, his manners to rudeness, or his morals to contamination. Hence the centralness, the accessibility, the size, the healthfulness, the pleasantness, the retirement, and the convenience of the site, are all to be regarded in making the selection."

DEVELOPMENT OF THE SCHOOL PLANT

The one-room school house of the early nineteenth century was lighted from the two opposite sides and had either two or three windows on each side. Some more elaborate one-room buildings were designed with ar-

terior colonial effect, with a "portico" not less than six feet wide, and four rather majestic columns of Doric design. His design of building gave more the appearance of a small colonial banking institution rather than school building. It was, however, pleasing in appearance and was looked upon as a decoration to the community.

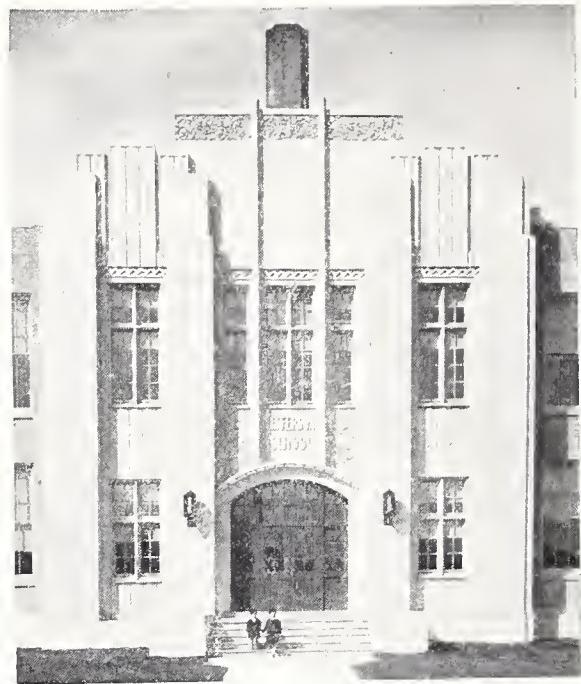
During this same period, even though little or no premium was placed on end values for school purposes, the villages and towns seemed to insist upon two-story school buildings and, instead of

placing a two-room structure on the ground floor, the second story seemed to be necessary in order to conform to other buildings of the locality. In 1855, William Fink, an architect of Williamsport, designed a three-story, rectangular school building, which was termed "the Noble School-house." This building was among the first to provide for the seating of pupils, in part, where the light was admitted to the left and rear of seated pupils. It was the first three story building included in this separate class of structures, designed with great care and special attention to the health and comfort of its "future inmates."

The development of the school plant has been a steady growth. Care and attention have been given to the lighting, heating, ventilating and equipment of the school with increased emphasis. The Act of May 18, 1911, while similar to the Act of 1854 in purpose, provided for further improvements of the school plant and emphasized certain specific requirements which had developed during the "experiment" with the original Common School Law.

Summarizing briefly, the present law requires, in part, that all buildings must be so constructed as to meet definite requirements regarding lighting, floor space, air space, heating, ventilation, fireproof construction, fire escapes, means of egress, design, and school grounds. Various departments of State government have jurisdiction regarding the plan, design, construction, safety, and sanitary measures.

With an enviable background, Pennsylvania has developed her school plant beginning with the small, crudely constructed log building of the early days, to the modern plant comprising in all 12,658 separate units. Since the Act of 1911 Pennsylvania has expended on school buildings approximately two hundred fifty millions of dollars, not including Philadelphia and Pittsburgh, school districts of the first class which have their own school building divisions.



ENTRANCE TO A MODERN SCHOOL

The school plant of the future will anticipate the needs of the community and provide more and more not only for those of school age but will become the training center for pupils of all ages. With an objective of the school for everybody, a comprehensive program of development on this basis and a plan of economical construction, Pennsylvania's school plant of the future will achieve the purposes anticipated in the original Act of 1854.

FINANCIAL SUPPORT OF EDUCATION

CREATION OF A GENERAL SCHOOL FUND

As previously noted, the early elementary schools of this Commonwealth were, for the most part, supported by private contributions. Gradually, however, provision was made for the education of the poor at public expense.

In 1831, an act to create a general school fund was passed by the Legislature. This fund was obtained from various sources and was to be invested "at an interest of 5%." Interest was to be added to the principal as it became due and the whole amount held by the Commonwealth "until the interest thereof shall amount to the sum of \$100,000 annually, after which the interest shall be annually distributed and applied to support of common schools through this Commonwealth, in such a manner as shall hereafter be provided by law." The preamble to the general school act notes that this fund had reached the sum of \$546,563.72 and called attention to the fact that this money "is to be paid for the support of common schools." Thus the principle of state aid for the common schools was established with the passage of the act providing for them.

With the passage of time, amounts distributed and methods for determining these amounts varied.

ANALYSIS OF METHODS FOR DETERMINING STATE AID

An analysis of the various methods used in the distribution of state aid to local school districts in Pennsylvania since 1834 may be classified under the following heads:

- 1834 On the basis of taxables.
- 1897 One-third on basis of taxables, one-third on basis of teachers, and one-third on number of pupils 6-16.
- 1903 Difference between minimum salary and salary paid, plus remainder on 1897 basis.
- 1911 Minimum salary, plus remainder on basis of teachers and pupils in 50-50 ratio. Districts were to receive a teacher's share for any schools closed after 1911.
- 1919 On basis of standard teachers' certificate, \$5 per month for provisional, \$12.50 for professional or normal school certificate, and \$20 per month for all others, with additional \$5 per month for rural teachers, plus the remainder on a 50-50 pupil-teacher plan.
- 1921 Edmonds Law—Class of district, division of organization, and grade of certificate.
- 1923 Modified Edmonds Law with wealth of district feature added.

SUBSIDIES TO SCHOOL DISTRICTS

It will be noted that for the first seventy years of the free school system, state aid was practically wholly of the general assistance type, or a

simple gift on the part of the Commonwealth. This was followed in 1903 by introducing the stimulative principle of subsidizing a school district, the effect of which reached its greatest height with the Edmonds Act of 1921. By this principle districts were rewarded somewhat in accordance with the degree of effort shown in local management. It was reserved, however, for the General Assembly of 1923 to initiate in a very simple way what is known as the equalizing principle in state aid. While a beginning only was made, it gave impetus to a later expansion of the idea in a proposal during 1933 to enact into law a plan whereby the true principles of equalization could be largely realized. The plan provided for a uniform rate of local taxation for all districts on the basis of true valuation of assessable property, supplemented by sufficient state aid to guarantee a teaching unit sufficiently comprehensive to carry out a mandated program of education.

The earliest records respecting state subsidies indicate that in 1834 the legislature appropriated \$75,000 to be paid to the districts accepting the Free School Act. This was to be distributed on the basis of the number of taxables and each district was required to raise by local taxation at least double the state appropriation. This money was paid to the counties. In 1836 the law was changed and the appropriation was paid directly to the districts. The basis of appropriation remained the same but the districts were required to raise three times the state appropriation. The method of appropriating state money was not changed again until 1897. The new plan provided that one-third of the allotment should be based on the number of teachers, one-third on the number of children in the district between six and sixteen years of age, and one-third on the number of taxables.

The Act of 1903 regarding teachers' salaries required that the minimum salary should be \$35 per month. In 1907 the second minimum salary law for teachers was enacted and the state guaranteed the payment of all salary increases in excess of the salary paid such teachers in 1906-1907. The remainder of the appropriation was to be paid on the same basis as that specified in the law of 1897. In 1911 a law was enacted which required that after paying salary increases, as required in the law of 1897, one-half of the remainder of the allotment should be based on the number of teachers employed and the other half on the number of children between the ages of six and sixteen years. The appropriation law of 1919 provided for the salary increases under the Woodruff Bill of 1919 but the rest of the appropriation was to be paid on the same basis as that of 1911.

PRESENT PROGRAM

In 1921 and in 1923 the present program of appropriation was enacted. This is based on the true valuation of real estate per teacher and the minimum salary for standard certification as required under the Edmonds Act of 1921. The law of 1923 created "preferential" groups in districts of the third and fourth classes in an attempt to distribute the appropriation more nearly in accordance with the needs of the various districts.

The earliest records covering local school expenditures indicate that for 1835-36, the sum of approximately \$300,000 was thus disbursed. For the year ending in July, 1934, at the close of the century, the annual expenditure of local school districts is estimated to exceed \$200,000,000.

Of the latter amount, the State will reimburse to the extent of some \$30,000,000.

STATE AID FOR COLLEGES

State aid for schools for higher learning antedated the establishment of this fund by many years. Wickersham says: "The first direct contribution made by the State in the interest of higher education occurred during the Revolutionary War." He states that "the newly incorporate University of Pennsylvania was then granted the proceeds of diverse confiscated estates estimated to amount in the aggregate to 25,000 pounds or \$66,666.60. In 1870 the University received an appropriation of \$300 to establish a botanic garden and in 1932 all its real estate was exempt from taxation for fifteen years."

Wickersham also records that Dickinson College received in 1786, 50 pounds in money and 10,000 acres of land; in 1788, a lot of ground in Carlisle; in 1791, 1500 pounds in money and in 1795, \$5000; that in 1803, the State loaned the College \$6000 and in 1806, \$4000 more, and that in 1819, the State forgave this debt, both principal and interest and cancelled the mortgage; that in 1861, an act was passed buying back the lands for \$6000 and adding an appropriation of \$2000 a year for five years. In 1826, \$3000 were appropriated for seven years. Other colleges receiving early state aid included Franklin College, Jefferson College, Washington College, Allegheny College, Western University of Pennsylvania (now University of Pittsburgh), Lafayette College, Madison College, Marshall College.

The State also gave considerable aid to academies. Previous to 1834 at least twenty-nine academies had been chartered by the State and given aid in the form of money or land, or both. Finally, the number of schools seeking and receiving state aid became burdensome and in 1843 the law granting state aid to such institutions was limited to nine colleges including the University of Pennsylvania, sixty-four academies, and thirty-seven female seminaries.

At present in addition to three medical colleges state aid in the Commonwealth applies only to Teachers Colleges and the Universities of Pennsylvania, Pittsburgh, Temple and Pennsylvania State College. State aid to these institutions for the 1933-1935 biennium is as follows:

14 State Teachers Colleges	\$3,000,000.00
University of Pittsburgh	1,188,000.00
University of Pennsylvania	1,485,000.00
Temple University	594,000.00
Pennsylvania State College	3,708,000.00

The following table is based on the provisions of Section 1210 of the School Laws as amended May 7, 1929 and May 29, 1931. It shows the amount of state aid per teacher paid to school districts based on true valuation of real estate and class of district:

True valuation of real estate per teacher	Amount of state aid per teacher—Districts of the					
	First class	Second class	Third class	Fourth class		
				Elementary 8 mos term	9 mos term	High school
over \$100,000	\$250	\$350	\$350	\$400	\$450	\$585
over 50,000 but not over 100,000	600*	600*	600	480	540	702
50,000 or less	750*	750*	750	600	675	877.50

* All districts of the first and second classes have a real valuation in excess of \$100,000 per teacher.

OTHER DISTRIBUTIONS

In addition to the subsidies based on teachers' salaries paid to the districts, the State has always paid the minimum salary of each county superintendent and at various times has given special aid to high schools. The State is also providing subsidies for vocational education, closed schools, extension education, and transportation, and is paying the cost of tuition of children placed in private homes by duly authorized child placing agencies as well as seventy-five percent of the cost of maintenance and tuition of blind and deaf children placed in state aided schools. In 1931 and 1933 special appropriations were made to aid districts that were in financial distress due to economic conditions.

EARLY COMPARATIVE STATISTICAL STATEMENT

The following statistical statement not only gives comparative data but also suggests to the student of finance the different standards and the difference in the purchasing power of the dollar prevailing in each era under discussion. It likewise suggests to the student of education the valuable services that are provided in the schools of today which were not known in 1830:

Population of State, 1830	1,348,233	
Population of State, 1930	9,631,350	
		1836
School districts in the State	987	1932
School districts accepting the provisions of the Act of 1834	745	
Number of men teachers	2,428*	13,708
Number of women teachers	966*	49,937
Enrollments	150,838*	2,004,877
Receipts for school purposes	\$309,906*	\$205,511,300
State appropriation received	\$131,881*	\$ 32,645,259
Secondary schools		
Academies	54**	
High schools		1,204
Enrollment in secondary schools		
Twenty-two academies reported	1,111**	
High schools		500,017
Average length of term	4 mo. 3 days*	9 mo. (181 days)
Colleges and universities		
Exclusive of medical and professional schools	10	
Accredited by State Council of Education		54

* Reports of 573 districts.

** 1835.

THE DEPARTMENT OF PUBLIC INSTRUCTION

From the passage of the Free School Act in 1834 to 1857, the public schools had no State Superintendent of Public Instruction as this office is defined at the present time. During these twenty-three years, public schools were administered by the Secretary of the Commonwealth, who had the additional title of Superintendent of Common Schools. In choosing the man for this double position, his probable efficiency as Secretary of the Commonwealth was considered more important than his ability as an educator. Among those who served in this double capacity, Thomas Burrowes probably made the greatest contribution to education. In his contacts with school officials over the State, he discussed their problems and provided leadership that was very necessary in establishing the new school system. Others of these dual officials also gave splendid service to the schools. For example, the founding of normal schools and the establishment of common school libraries were recommended by Francis R. Shunk; a uniform course of study and the establishment of high schools were urged by Anson V. Parsons.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

In 1857 the Legislature passed an Act separating the two offices and creating the Department of Education to be administered by a Superintendent of Common Schools to be appointed by the Governor with the advice and consent of the Senate. This Act is one of the most progressive points in the history of education in the State. It unified all educational agencies and laid the foundations for much of our later educational growth. In 1873 the title was changed to Superintendent of Public Instruction, a title still held by the heads of state departments of education in some thirty states. Typical extensions in responsibility during this period were the power to recommend courses of study, to interpret school laws, to supervise school finances, to direct a limited inspection service, to serve as a member of boards of teachers college trustees, and to issue certain types of teachers certificates.

The philosophy underlying the present organization rests on two fundamental principles of state responsibility, namely:

First, the responsibility of the Department of Public Instruction to administer the school laws of the Commonwealth to the end that each child of school age in the State, irrespective of his place of residence, may enjoy at least a minimum educational opportunity.

Second, the obligation on the part of the Department of Public Instruction to exercise an effective and helpful coordination of the educational forces of the State to the end that education of every type and grade in the Commonwealth may reach ever richer and higher levels of service to all its citizens.

The Superintendent of Public Instruction is the head and chief executive officer of the Department. He is appointed by the Governor, by and with the consent of the Senate, for the constitutional period of four years. He serves as president and chief executive officer of the State Council of Education; is chairman of the Public School Employes' Retirement Board; and is chairman of the Board of Presidents of State Teachers Colleges. The Department of Public Instruction commissions all superintendents of schools; apportions state appropriations to school districts; formulates courses of study; directs the issuance of employ-

inent certificates to minors; classifies high schools; condemns as unfit for use insanitary school buildings and sites; approves courses of study, qualifications for admission, standards for instruction and graduation of students enrolled in state teachers colleges; prepares departmental reports; directs the examinations given by the various professional licensing boards, on each of which the Superintendent of Public Instruction serves as an ex-officio member; and in general administers the laws of the Commonwealth with regard to the establishment, maintenance and conduct of the public schools.

THE STATE COUNCIL OF EDUCATION

The State Council of Education had its origin in the School Code of 1911. Authorization was given in this Code for the establishment of a State Board of Education of six members for a term of six years. Members of this Board were to be appointed by the Governor with the consent of the Senate. All were to serve without pay. One of their duties, outlined in the Code, was to "equalize the educational advantages of different parts of the Commonwealth." Governor Tener appointed to the first Board the men who had been members of the Education Commission that had drafted the School Code.

With the passage of time, the name State Board of Education was changed to State Council of Education and the number of its members increased from six to nine. In addition, the functions of the State Council of Education are more extensive than those of the State Board of Education. These functions are illustrated in the following powers and duties included in the obligations of this body (Article LXI, School Laws of Pennsylvania, 1931) :

"To report and recommend to the Governor, and the General Assembly, legislation needed to make the public schools of this Commonwealth more efficient and useful.

"To equalize, through special appropriations for this purpose, or otherwise, the educational advantages of the different parts of this Commonwealth.

"To encourage and promote agricultural education, manual training, domestic science and such other vocational and practical education as the needs of this Commonwealth may, from time to time, require.

"To prescribe rules and regulations for the sanitary equipment, and inspection of school buildings, and to take such other action as it may deem necessary and expedient to promote the physical and moral welfare of the children in the public schools of this Commonwealth; and to issue and have available for distribution to school directors, registered architects, and other persons applying there for rules and regulations in regard to school house construction.

"To change the name of any State normal school to State teachers' college, and to designate the certificates and degrees which such colleges shall confer.

"To determine and promulgate standards for certificates to teach in the elementary and secondary schools of this Commonwealth, which conform to the official standards promulgated by the Department of Public Instruction."

Under the law, the Superintendent of Public Instruction is "President and Chief Executive Officer" of the State Council.

A TEN-YEAR PROGRAM OF EDUCATION

For many years, the problems of public education and of public school support have been increasingly intricate and difficult to solve. In 1931, a Commission was appointed by the Superintendent of Public Instruction for the purpose of scientifically attacking these problems. This Com-

mission appointed an executive committee to take active charge of the work. This committee organized Pennsylvania's most pressing educational needs under six general fields:

Problems of educational objectives and principles, school administration, school finance, teacher preparation, school legislation, and problems of instructional programs and procedure.

A study of educational needs was made a first step in the formulation of the Ten-Year Program. Six major objectives grew out of this study:

1. To adjust present state and local school administration to secure economy and greater efficiency wherever possible without educational loss to the children and the people of the Commonwealth.

2. To employ the organization and equipment of existing educational agencies in order to equalize more fully our public school and higher educational opportunities for all children and adults of Pennsylvania.

3. To study possible means of distributing more equitably the local burden of public school support among the school districts of the Commonwealth.

4. To determine as accurately as possible the present, every-day needs of the public as a definite, minimum program of public education, and to revise our courses of study, our methods of teaching, and our preparation of teachers in rigid conformance to those needs.

5. To stimulate the interest and initiative of local leaders in the solution of their own educational problems with a view to establishing more effective local leadership and greater local responsibility in the administration of public school affairs.

6. To develop a plan of public instruction for the Commonwealth of Pennsylvania, based upon a definite philosophy of education with clearly-defined and well-understood objectives providing unity and continuity of purpose and effort in the preparation of the ideals which, now in the making, will determine the future prosperity and well-being of Pennsylvania.

Other steps taken by the Commission include the organization of guiding principles in education and of committees in the different fields outlined for special attention.

The work of the Commission is to continue. To quote from its State Study Release No. 2, *A Ten-Year Program of Education for Pennsylvania*:

"Ultimately, the Ten-Year Program of Education for Pennsylvania will be expressed in a revised School Code, in more thorough requirements for teacher preparation and certification, in a required minimum program of public education, in the content of courses and curricula, in the organization of schools and classes, and in revised methods, devices and techniques."

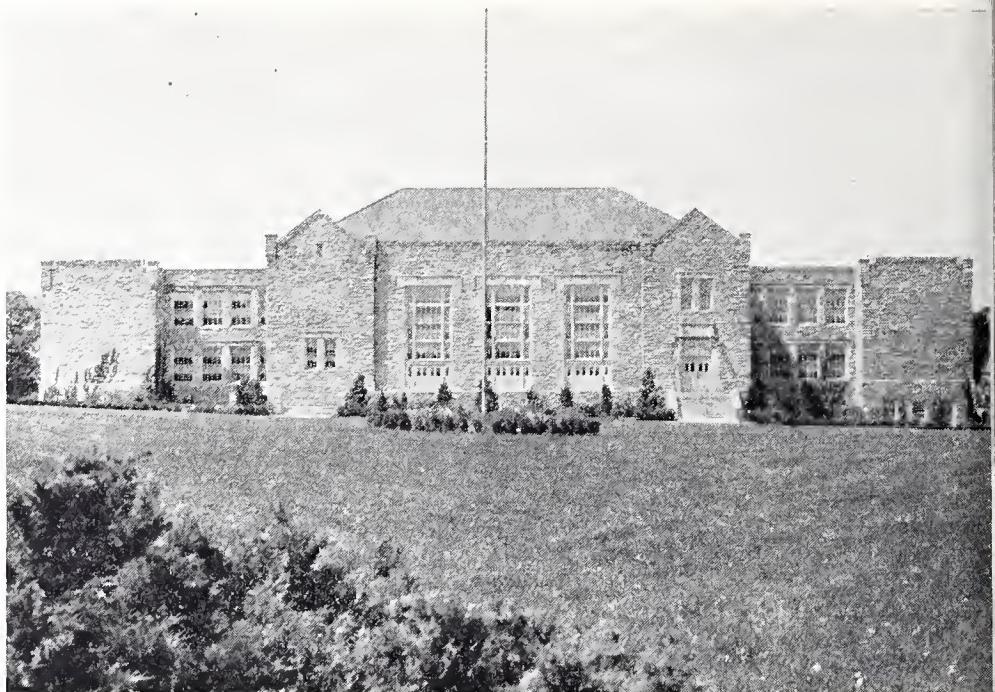


OLD INKSTAND, SAND BOX, AND
BUNCH OF UNCUT QUILLS

III

CHRONOLOGICAL MILESTONES IN THE DEVELOPMENT OF PUBLIC EDUCATION IN PENNSYLVANIA

- 1683 Act of Council and Assembly
“That one-third part of the Provincial Council residing with the Governor from time to time, shall with the Governor have the care of the management of public affairs relating to the peace, justice, treasury, and improvement of the Province and Territories, and to the good education of youth, and sobriety of the manners of the inhabitants therein as aforesaid.”
- 1683 Law of Assembly
“And to the end that poor as well as rich may be instructed in good and commendable learning, which is to be preferred before wealth. Be it enacted, etc., That all persons in this Province and Territories thereof, having children, and all the guardians and trustees of orphans, shall cause such to be instructed in reading and writing, so that they may be able to read the Scriptures and to write by the time they attain to twelve years of age; and that then they be taught some useful trade or skill, that the poor may work to live, and the rich if they become poor may not want: of which every County Court shall take care. And in case such parents, guardians, or overseers shall be found deficient in this respect, every such parent, guardian or overseer shall pay for every such child, five pounds, except there should appear an incapacity in body or understanding to hinder it.”
- 1753 Charter granted to the Trustees of Franklin’s Academy. (Later U. of Pa.)
- 1776 Provisional constitution framed for State providing that “A school or schools shall be established in each county by the Legislature for the convenient instruction of youth, with such salaries to the masters paid by the public as may enable them to instruct youth at low prices; and all useful learning shall be duly encouraged and promoted in one or more Universities.”
- 1786 Appropriation for Dickinson College and a provision for a fund for the endowment of public schools.
- 1790 Amendment to Constitution adopted, reading as follows:
Section I. The Legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the State, in such a manner that the poor may be taught gratis.
Section II. The arts and sciences shall be promoted in one or more Seminaries of learning.
- 1791 Franklin’s Academy became the University of Pennsylvania.
- 1802-04-09 Acts of Legislature making effective amendment of 1790.



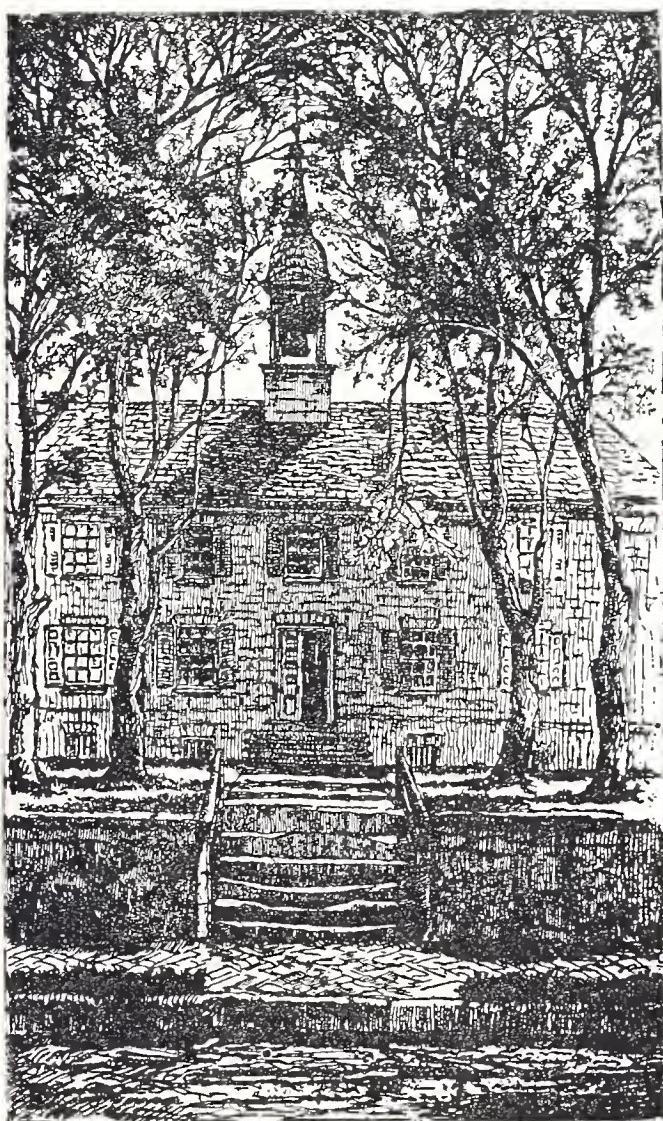
A MODERN CONSOLIDATED SCHOOL—CORNWALL, LEBANON COUNTY

- 1818 Authority given to establish a school for the training of teachers in Philadelphia—oldest normal school in United States. 1863
- 1818 Act of 1818. Creating Philadelphia as the first school district in Pennsylvania. 1864
- 1824 First free public school Act. Repealed in 1826 without having been put into effect. 1866
- 1834 Free public school Act. Establishment of a free public school system with the Secretary of the Commonwealth as Superintendent of Common Schools. 1867
- 1835 Failure to repeal Act of 1834.
- 1836 School Law of 1836, amending and consolidating the several acts relative to a general system of education by common schools.
- 1836 Central High School of Philadelphia opened. The first to be established by a special law in the State permitting establishment of central high schools.
- 1840 School directors authorized to examine and grant certificates of competency to teachers applying for schools. 1873
- 1843-49 Laws passed providing for district supervision of schools.
- 1849 Law authorizing the establishment of a public high school in Pittsburgh.
- 1849 Act of 1849. Abolished permissive features of Acts of 1834 and 1836 making a general system of education required. 1888

- 854 Act of 1854 provided as follows:
1. School districts given the power of bodies corporate.
 2. Sub-districts entirely abolished.
 3. Minimum school term of 4 months.
 4. School directors required to establish separate schools for negro or mulatto children.
 5. State Superintendent authorized to prepare and publish a work on school architecture.
 6. Course of study required including "orthography, reading, writing, grammar, geography and arithmetic, as well as such other branches as the board of directors may require."
 7. Repealed acts of 1838-40 providing support of endowed schools and schools under care of religious societies.
 8. Duty of school directors to select the books to be used.
 9. Authorizing appointment of a general deputy to State Superintendent.
 10. County supervision of schools established.
- 855 Charter granted to "Farmers' High School," now the Pennsylvania State College.
- 857 Provision for the establishment of state aided normal schools.
- 857 First convention of county superintendents held in Reading.
- 863 Legislature accepted the Federal Land Grant College Act and designated the institution now known as the Pennsylvania State College as the Land Grant College in this State.
- 864 Bill passed providing for the establishment of District School Libraries.
- 866 First meeting of superintendents, in Harrisburg.
- 867 Act of 1867
1. Professionally elevated the office of county superintendent and increased its efficiency.
 2. Boards of school directors given right of eminent domain in selection of school sites.
 3. Teachers Institutes made obligatory and aided by county treasuries between limits of \$60 and \$200.
 4. Provided for election of city and borough superintendents in cities and boroughs of 10,000 inhabitants or more.
 5. Raised requirements for teachers' certification.
- 1873 Constitution of 1873. Made definite provision for the education of all children; prohibited state aid to sectarian schools; gave women equal rights under the school laws of the State; changed title of chief educational executive and made him exempt from removal by the governor.
- 1885 First law enacted relating to instruction in physiology and hygiene, including special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system.

- 1887 Law legalizing the establishment of other high schools in the districts in addition to a central high school. 921
- 1887 Law permitting directors in "cities and boroughs divided into wards for school purposes" to establish high schools. 925
- 1893 Law of 1887 changed to permit establishment of high school in districts not divided into wards and having at least 500 population. 926
- 1893 The free textbook law of 1885 was made compulsory instead of optional. 929
- 1895 First compulsory attendance law.
- 1895 Provision made for establishment of high schools in every district of the State and power to directors to form "joint high schools."
- 1901 Act authorizing the centralization of township schools, establishment of township high schools and transportation of pupils to these central schools.
- 1903 First minimum salary law.
- 1905 High School Act requiring districts not maintaining a high school to pay tuition of its pupils in another district.
- 1907 Appointment of the State Educational Commission.
- 1907 Second minimum salary law.
- 1911 Code of 1911. Legislation regarding district organization, certification, salaries, length of term, high schools, taxation and many other matters clarified and brought up to date.
- 1911 Provision for the purchase of Normal Schools by the State.
- 1913 An Act defining vocational education and providing for the establishment and regulation of vocational schools and state aid for them.
- 1915 First appropriation made for salaries of assistant county superintendents.
- 1917 Public School Employes Act.
- 1917 Instruction for blind provided by law.
- 1919 Woodruff Salary Act.
- 1919 State aid for the transportation of pupils.
- 1919 State Council of Education established.
- 1920 Purchase of last of Normal Schools by the State.
- 1921 Edmonds Act effective, providing state reimbursement contingent upon the maintenance of certain minimum standards; minimum salary schedule for teachers; authority to State Council of Education to prescribe uniform regulations for the certification of teachers.
- 1921 Act recognizing the junior high school as a part of the secondary school scheme of the State.

- 921 Safety education established by legislative action.
- 921 Teaching of music and art required by law.
- 925 Equalization of educational opportunity. Extension schools made integral part of program of free public education. Special state aid for mentally and physically handicapped children. Provision made for consolidated junior high schools.
- 926 State Normal Schools changed to State Teachers Colleges.
- 929 Continuing teacher contract.



GERMANTOWN ACADEMY—FOUNDED 1759
This Building still stands.

VI.

ORAL ARITHMETIC.

CHAP. VI.

FRACTIONS.

SECTION I.

Note to Teachers. The subsequent progress of the learner will depend much on a proper conception of the division of unity, and a correct application of the nomenclature of fractions. Therefore, this section however simple it may appear, should not be slighted. It should be recited with the books closed.

APPENDIX,

WITH AN

APPENDIX,

Containing

EXERCISES IN ORTHOGRAPHY, IN PARSING, IN SYNTAX,
AND IN PUNCTUATION.

Designed for

THE YOUNGER CLASSES OF LEARNERS.

BY LINDLEY MURRAY.

STEREOTYPED BY T. H. & C. CARTER.

BALTIMORE:
PUBLISHED BY ARMSTRONG & PLASKITT, 134 MARKET STREET,
^{1st and}

JOHN PLASKITT & CO., 2641 MARKET STREET.
1828.

ABRIDGMENT

OF

MURRAY'S

ENGLISH GRAMMAR,

WITH AN

The picture of a board.

This board, as it is presented above, is a *whole* thing. The same board appears hereafter divided into *parts*; and the parts are named according to their number and size.

Divided now into 2 equal parts. One of these parts is *one-half*.

1. How many halves are there in the whole of any thing?
2. Suppose I can write a letter on 1-half of a sheet of paper; how much paper shall I use in writing 2 letters?
3. How much is 1-half and 1-half, added together?

Divided now into 3 equal parts. One of these parts is *one-third*.

4. How many thirds are there in the whole of any thing?
5. If a carpenter can make 3 door-panels of 1 board, what part of one board will he use in making 1 panel?
6. Which is the greater part, 1-half, or 1-third?

Divided now into 4 equal parts. One of these parts is *one-fourth*.

7. How many fourths are there in the whole of 1 thing?
8. I gave 1-fourth of an orange to John, and 2-fourths to Frances. How much of the orange did I give away?
9. Which is the greater part, 1-third, or 1-fourth?

Divided now into 5 equal parts. One of these parts is *one-fifth*.

10. How many fifths are there in the whole of any thing?
11. Charles divided a melon, equally among 5 boys. What part of the melon, [how many fifths,] had 2 boys?
12. Which is the smaller part, 1-fourth, or 1-fifth?

IV

WHAT OF THE FUTURE?

WE MAY well view with pride the educational accomplishments of one hundred years of free public schools in Pennsylvania. A survey of these accomplishments, however, naturally raises the question, What of the future? What problems remain unsolved? Where are modifications and improvements needed if education in the Commonwealth fully meets the needs and obligations of our democracy?

At the present time, fourteen points in the future organization and operation of the education of our people, the youth, and the adult are particularly significant.

1. The organization of educational plans and procedures so as to unite the work of the schools definitely with national, state, and community enterprises; the creation of an appreciation of the contributions which youth can make as junior citizens of the Commonwealth.
2. The reorganization of education around present day needs and problems; the development of experiences in school life which will provide for each individual the knowledge, habits, skills, and interests necessary to create a type of American citizenship which will reverence the truth, think clearly on personal and community problems, and act impartially for the common good.
3. A consideration of the financial worth of teachers whose personality and preparation are adequate for the discharge of the task outlined above.
4. A larger attention to the needs of the elementary school with special emphasis in the one-teacher school upon reorganized daily programs which provide time for vital activities.
5. An extension of the secondary program to take care of young people who are unable to find employment, and a further modification of the curriculum to meet the needs of the increasingly heterogeneous secondary school population, including more opportunities for vocational education, more effective training in citizenship and increased emphasis in the development of the individual through leisure time activities.
6. An extension of the field of public education so as to include opportunity for a realization of the interests of all adults who wish to prepare themselves for better living, moral, civic, cultural and physical; for better parenthood and home relationships.
7. A larger emphasis upon education for homemaking, parenthood and the cooperation of the youth in the home with parents and other members of the family.
8. An extension of provision for the early identification and proper assignment of all children who, because of mental or physical handicaps, cannot be advantageously educated under the conditions of average school life or who require institutional care or special training.
9. The organization of more definite advisory, counseling, and adjustment service to the end that the work of each person may bring to

him a maximum of happiness and success as a contributing member of society.

10. The development of a comprehensive program of vocational education both for secondary school youth and for adults, providing a wide variety of occupational experiences, with opportunity for re-training to meet changing economic and industrial conditions.

11. The development of such interests, ambitions, resources and skills as will enable our people to meet creditably and happily the constant increasing amount of leisure time available to the individual and group.

12. The operation of the school as a continuous laboratory in which each pupil is guided on a basis of careful observation, examination and testing.

13. The reorganization of school units so as to provide for great economy and efficiency and to insure that maximum educational opportunities will be available to all citizens of the Commonwealth.

14. The establishment of a more just basis for state subsidies for public school support; of workable methods for securing equality in local assessments; of reduction of the burden of property taxes for the support of education.



A MODERN BUILDING TO ACCOMMODATE A ONE-TEACHER SCHOOL

A small stage makes it possible to turn one room into a community assembly hall. It is in Blooming Grove Township, Pike County.

OBSERVANCE OF THE ONE HUNDREDTH ANNIVERSARY OF THE SIGNING OF THE COMMON SCHOOLS LAW

Pennsylvania Education Week has been set for April 1-7, 1934. This does not mean that observance of the centennial anniversary of the Free School Act must be confined to this week. Details of the observance and the dates for special activities are in the hands of teachers and supervisory officials.

OBSERVANCE of the centennial of free public schools in the Commonwealth is being organized as a state-wide project in which every pupil in the schools and every adult in the State may have part. The suggestions that follow are divided into three parts:

Suggested activities for general use.

Suggested activities for school and college use.

Suggested activities for community use.

The general activities are to be used at the discretion of the teacher or other people organizing centennial programs, including colleges and universities. They include activities that specifically pertain to the school or other educational institution, activities that specifically fit into community projects and activities that may be used in any of these places. Suggestions for specific programs for school use are self-explanatory. They include suggestions that may reasonably be carried on with the average class and suggestions for activities for the more capable individuals in the group. Suggestions for community programs are general in character. Suggestions for activities in the elementary schools and high schools, however, include many activities that are equally suitable for college and community programs. General fact materials required in these suggestions that may not be found with reasonable effort, are incorporated in the preceding pages or may be found in the reference material.

Through the activities suggested and the general observance of Pennsylvania Education Week, it is hoped that students in the schools and colleges and the people generally may be helped:

1. To appreciate the relation of free public education to the attainments and achievements of the Commonwealth and the Nation.
2. To recognize more fully the value of all education that operates in terms of superior social and civic values.
3. To find the outstanding facts in the history of education in the State.
4. To honor the educational leaders of the Commonwealth, past and present, local, county, and state-wide.
5. To become acquainted with the principal points in the organization and financing of public education in the Commonwealth.
6. To recognize the need for a constantly improving education for the State and the Nation.

PETER PARLEY'S

PETER PARLEY.

Going to tell about Geography.

METHOD OF

TELLING ABOUT

GEOGRAPHY

TO

CHILDREN.

WITH NINE MAPS AND SEVENTY-FIVE ENGRAVINGS.

PRINCIPALLY FOR THE USE OF SCHOOLS.

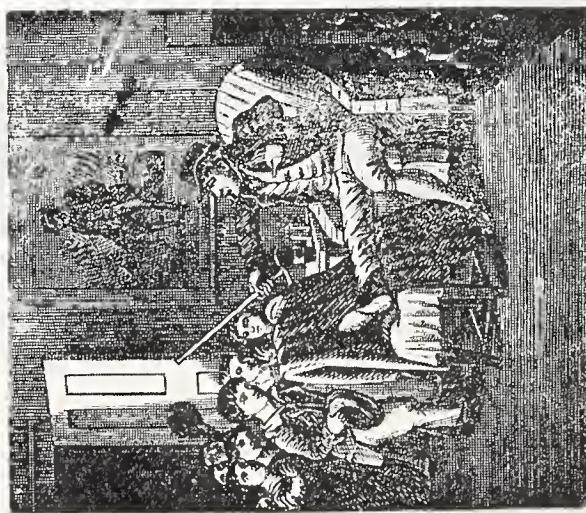
PHILADELPHIA:

TOWER, J. AND D. M. HOGAN.

HOGAN AND CO., PITTSBURGH; D. WOODBURY, NEW YORK.

HARTFORD:

H. AND F. J. HUNTINGTON.
1830.



Take care there! take care boys! if you run against my toe,
I'll not tell you another story!

SUGGESTED GENERAL ACTIVITIES

The following suggested activities are supplementary to the specific activities, and, as previously stated, are to be used at the discretion of the teacher and of the community groups or agencies.

Decorate school buildings and classrooms in honor of the centennial of public education in the State.

Decorate streets, stores and other appropriate places in honor of Pennsylvania Education Week, April 1 to 7, 1934.

Cooperate with Parent-Teacher Associations in public education programs.

Organize and produce a dramatization or pageant illustrating episodes in the history of public education in the State.

Organize and produce a dramatization or pageant illustrating the growth of public education in the community or county.

Reproduce important episodes in the passage of the Act reestablishing free public education in the State.

Dramatize episodes in the development of free public schools in Pennsylvania as suggested in the *Pennsylvania School Journal*, January 1934, page 187 ff.

Read selections from Thaddeus Stevens' speech in defense of the Free School Act.

Make a study of people in the State who have made outstanding contributions to education in Pennsylvania.

Organize exhibit of school texts used by parents and other older people in community.

Write a poem or verse relating to the establishment of the Free School Act or other educational theme.

Organize art exhibit as follows:

Drawing books used in school by parents and other older people.

Drawings and paintings made in earlier schools in addition to those made in art books.

Art work done in present-day schools.

Make in miniature of wood, cardboard, or other materials, examples of typical early school buildings; of interiors of such buildings.

Dramatize episodes in the schools of David James Dove; John Todd, Anthony Benezet, Christopher Dock, Miss Finch's school. (Wickersham, *The History of Education in Pennsylvania*, pp. 214, 227).

Read selections from *The Life and Works of Christopher Dock*.

Dramatize episodes in Dock's School.

Read selections from the Free Public School Act.

Organize a general program relating to education in the community or State.

Organize a program around a library theme with emphasis upon community and school facilities and history of these facilities.

Study methods for financing education in the State. Make recommendations for the improvement of these methods.

Organize results of study and recommendations for a program to which the public is invited.

Organize living pictures illustrating episodes in the history of local or state education.

Organize puppet show, with dialogue that will bring out the value of free public education and reasons why our schools should be defended and improved.

Organize similar program as a dramatization with pupils or adults taking the parts.

Organize exhibit of old song books used in the early schools. Add a program of songs from these books.

Organize the following program:

Exhibit of collection of pictures illustrating the furnishings of homes in the earlier history of the State and at the present time; collection of menu cards for meals served in earlier times and meals served at the present time; discussion of possible influence of homemaking classes in the schools upon tastefully furnished homes and healthful meals.

Organize a program illustrating a hundred years of progress in agricultural and industrial education; in health education.

Prepare dialogue and give the scenes illustrating the following:

1. Home life and responsibilities in the early days of the operation of the Free School Act.

2. Home life and responsibilities at the present time.

Organize a program with Pennsylvania's Ten-Year Program in Education as a theme.

Libraries organize exhibit of old textbooks and other materials used in the early schools of the State.

SUGGESTED ACTIVITIES FOR THE SCHOOLS

The history, organization, and possibilities of education in the State are integral parts of the courses in social studies. It is proper, however, that these subjects should receive special emphasis during 1934, the centennial year of the establishment of free public education in the Commonwealth. Pennsylvania Education Week, April 1 to 7, beginning with the date upon which the Free Public School Act was passed, has particular significance in relation to such a piece of work. It is suggested, therefore, that during this week, school activities related to free public education be substituted for the regular program in the social studies, and that relevant integrations with other subjects of study be made. This does not affect any general or special program that the school may wish to organize either for this week or at an earlier or later date. As a matter of fact, if desired, programs of this character may be made a part of such a plan. Commencement programs may be developed with an anniversary theme also.

The activities that follow are suggestions only. The best type of program is necessarily organized by supervisory officials and teachers with the possibilities and interests of the group clearly in mind.

The attention of teachers also is called to the general activities suggested at the beginning of this section.

KINDERGARTEN

I. SPECIFIC OBJECTIVES

- A. To help the children in the kindergarten to feel that attending the kindergarten is a pleasant experience.
- B. To help parents and the public in general to realize the values of the kindergarten.

II. SUGGESTED ACTIVITIES

Children discuss the pleasant things which they do in kindergarten; the parts each one may take in helping to make school enjoyable.

Pupils tell of boys and girls whom they know that are in the first grade; in other grades; in high school. Discuss things they will do when they attend the grades mentioned.

Children in kindergarten invite pupils in first grade to tell them some of the things that they are doing in first grade that they particularly enjoy.

A meeting of mothers of kindergarten children and their friends in which the history, value and purpose of the kindergarten program is emphasized. Children make invitations, decorate room, and help to prepare refreshments.

An exhibit of kindergarten handwork in conjunction with mothers' meeting or separately. If the development from the child's crude spontaneous efforts to the finest work the children do is shown, it will be especially valuable. For example in crayola work, the beginnings are scrawls, followed by more organized putting on of color, with eventual good drawings or designs.

An exhibit of a large unit of work carried on for some time and culminating in Pennsylvania Education Week, such as a home, a store, a school, a circus.

An exhibit of a miniature unit showing a community with the school in relation to home, store, churches, and other community features. This may be done in clay, blocks, or cardboard construction.

A concert by the kindergarten orchestra or band, the culmination of a project in which children have made their own instruments such as drums, rattles, clappers, and other simple percussion instruments.

Each pupil makes a kindergarten book to take home to his parents. These should contain a mimeographed sheet explaining the kindergarten's aims and methods and examples of children's work, including mimeographed stories and songs. Both original and prepared material may be used. Illustrations may be made by each child for his book.

Demonstrations illustrating kindergarten work in general.

GRADE ONE

I. SPECIFIC OBJECTIVES

A. To help the children in the grade

1. To feel that attending school is a pleasant experience.
2. To realize that many children continue their school lives through high school.

II. SUGGESTED ACTIVITIES

Pupils dictate and teacher place on blackboard, a story telling some of the enjoyable things that the class does. Pupils learn to read story.

Pupils report why their parents wish them to attend school. Pupils dictate a story giving these reasons; teacher place on blackboard; pupils learn to read story.

Pupils report names of young people whom they know who are attending high school.

Pupils decide why it is not enough to attend the first grade only.

Pupils examine pictures of schools which children of long ago attended. (*Bulletin, A Hundred Years of Free Public Schools in Pennsylvania; Pennsylvania School Journal*, October, 1933.) Pupils make one such school on sand-table or in other way.

Pupils examine pictures of hornbook used a long time ago by children who were learning to read. Tell how the hornbook was made.

Pupils decide from which they think it would be pleasanter to learn to read, the hornbook or the books that they now have.

GRADE TWO

I. SPECIFIC OBJECTIVES

A. To appreciate the fact that a long time ago, people who sent their children to school had to pay for their instruction and buy the school books that they used.

B. To find that people may go through the grades and high school without cost for instruction or texts.

II. SUGGESTED ACTIVITIES

With help of parents and other people in community, pupils determine the oldest school building in district or nearby area.

Build on sandtable or floor, (1) schoolroom typical of Pennsylvania one hundred years ago; (2) interior of classroom of that time. (In addition to picture in this bulletin see *Pennsylvania School Journal*, October 1933, page 80).

Discuss the facts that the parents of the pupils who attended schools in the State more than one hundred years ago were expected to pay for the schooling of their children and purchase the texts and that, at the present time, instruction and texts are free in the public schools.

Compare equipment and furniture of school attended with that provided in the early history of Pennsylvania.

Pupils tell names of people that they know who attend high school, and determine reasons for securing such an education.

Pupils learn name of superintendent of local schools. Discuss some of his duties.

GRADE THREE

I. SPECIFIC OBJECTIVES

- A. To find that free public schools were established by the State Legislature one hundred years ago.
- B. To find some of the differences between education in Pennsylvania in 1834 and 1934.
- C. To consider the advantages of free public education.

II. SUGGESTED ACTIVITIES

Pupils discuss meaning of free public school education, and advantages of such a type of education.

Build on sandtable or floor such a school and such a classroom as might have been found in Pennsylvania one hundred years ago.

Dramatize or organize puppet show illustrating organization and operation of a subscription school.

Find name of the Governor of the Commonwealth at the time the Free Public School Act was passed.

Dramatize signing of the Free Public School Act by Governor Wolf.

Pupils count number of texts furnished to them free. Find who pays for these texts. Compare with number of texts used by most schools in Pennsylvania one hundred years ago. Who paid for school texts used at that time? If available, examine texts used in the schools fifty or more years ago. Compare stories and other materials in such texts with stories and materials in present day texts.

Pupils write or dictate story of the hornbook. Make this story into a hornbook, using cardboard and cellophane, or other appropriate materials. Present hornbooks made to first grade.

GRADE FOUR

I. SPECIFIC OBJECTIVES

- A. To find how schools were generally supported in the early history of the State.
- B. To determine the principal differences between the schools and teachers of today, and schools and teachers in the early history of the Colony and State.

- C. To find the sources for the support of public education in Pennsylvania at the present time.
- D. To determine why we need Teachers Colleges.
- E. To determine why the people of the State desire free public schools.

I. SUGGESTED ACTIVITIES

Find how the early Pennsylvania schools were supported.

Decide why a large number of people were, in the early days of the State, unable to read or write.

Dramatize the organization of a subscription school.

Determine why the people of Pennsylvania today desire free public education.

Find cost of local school or schools for present year. Find how much of this money was received from the State. Ask parents whether they think more or less state aid should be given to the schools. Report replies.

Examine pictures of early classrooms. (In addition to pictures in this bulletin see *Pennsylvania School Journal*, October 1933, page 80.)

Make on sandtable or floor, an early classroom in Pennsylvania. Make puppets for teacher and children.

Compare furniture, equipment, ventilation, and heating in these classrooms with that of school attended.

Determine why Teachers Colleges are needed. Locate nearest Teachers College. Pupils examine diplomas granted by Teachers Colleges. Discuss meaning of statements. List names of colleges other than Teachers Colleges attended by teachers or other people with whom children are acquainted.

Compare professional preparation of teachers in the early history of the Colony and State with that required at the present time.

Find name of President of nearest State Teachers College.

GRADE FIVE

I. SPECIFIC OBJECTIVES

- A. To find the advantage of free public education.
- B. To learn to write the names of Governor George Wolf, Senator Samuel Breck and Thaddeus Stevens; the first, the Governor of the Commonwealth when the Free School Act was passed, the second, the author of the Free School Bill, and the third, the great defender of the Act.
- C. To learn the meaning of compulsory education as included in the laws of the State.
- D. To find how Teachers Colleges and other colleges contribute to the education of the youth of the State.
- E. To compare present day sources for the support of free public education in the State, with ways in which schools were supported previous to the establishment of free public education.
- F. To find that the length of the school year is not the same in all schools.

I. SUGGESTED ACTIVITIES

Consider reasons why free public education is especially important in the United States; why every boy and girl should secure a good education.

Learn to write the name of the Governor of the State when the Free Public School Act was passed; of the man who wrote the Free Public School Act for

presentation to the Legislature; of Thaddeus Stevens who defended this Act.

Examine pictures of these men if they may be obtained. Pupils with ability who wish to do this, carve in soap or build in clay, heads of Wolf or Breck or Stevens or all three.

Dramatize Governor Wolf delivering his message to the Legislature. Include extract from the message included in section on the Free Public School Act. Discuss meaning of this abstract.

Dramatize the following episode: Samuel Breck preparing the Free Public School Act; Entrance of other members of the Legislature; Discussion of reasons for desiring free public education in the State.

Read in the section on The Free Public School Act how Thaddeus Stevens helped to preserve this Act.

List State Teachers Colleges at which teachers the class knows have studied.

Find some colleges other than Teachers Colleges that teachers with whom pupils are acquainted have studied.

Discuss reasons for study by teachers in State Teachers Colleges; in other colleges.

Read and discuss the meaning of the following extract from the School Law of the State.

"Every child having a legal residence in this Commonwealth, as herein provided, between the ages of eight and sixteen years, is required to attend a day school in which the common English branches provided for in this act are taught in the English language; and every parent, guardian, or other person, in this Commonwealth, having control or charge of any child or children between the ages of eight and sixteen years, is required to send such child or children to a day school in which the common English branches are taught in the English Language; and such child or children shall attend such school continuously through the entire term, during which the public elementary schools in their respective districts shall be in session." (Section 1414)

Find who provided the money to build and support a subscription school. How is the money provided for the erection of public school buildings and the support of public education at the present time?

Dramatize the organization of a subscription school.

Find amount of money provided by the State for support of local schools amount provided by the district.

Ask parents whether they think the schools should receive more or less state aid than at present. Report answers received.

Find length of school term in local district. Determine whether or not a considerable number of schools in the State have longer or shorter school years. Discuss the advantage of the longer school year.

GRADE SIX

I. SPECIFIC OBJECTIVES

- A. To find the type of education that William Penn wished provided for the youth in the colonies of Pennsylvania.
- B. To compare methods for the support of education in the early history of the State with methods for the support of education at the present time.
- C. To determine why the people of the State desired the establishment of free public schools.
- D. To determine why Teachers Colleges are needed.
- E. To organize main points in history of school attended or of history of schools in community or county.

- F. To find that in 1835 an effort was made to repeal the Free School Act.
- G. To find the relation of Thaddeus Stevens to the preservation of the Free School Act.

I. SUGGESTED ACTIVITIES

Read and discuss meaning of the paragraph in the section on Pioneer Schools which expresses William Penn's ideas of education for the children of the Colony.

Discuss methods through which schools were supported in the early history of the Commonwealth. Compare with methods for the support of schools at the present time.

Discuss advantages of free public education.

Learn date of the enactment of the Free Public School Act; to write the name of the Governor who signed this Act (George Wolf); the writer of the Act (Senator Samuel Breck); the great defender of the Act (Thaddeus Stevens).

Dramatize the defense of the Free School Act by Thaddeus Stevens.

In 1830, there were about 400,000 children in Pennsylvania between the ages of five and fifteen, with about 150,000 in all the schools of the State. Find how many children were not attending school at that time.

At the present time there are, in the State, approximately four and one-half times as many children of the above ages as in 1830. How many children would not be enrolled in the schools of the State at the present time if they absented themselves to the same degree as in 1830? The school enrollment at the present time, between the above ages, is approximately 2,000,000. How many pupils between these ages are actually not enrolled in school? Discuss reason for differences between school attendance in 1830 and 1934.

Compare the professional education of teachers of one hundred years ago with that required of teachers at the present time.

Find in what ways students in Teachers Colleges receive actual experience in teaching while attending the school.

Find main points in the history of the nearest Teachers Colleges.

Find approximate number of students enrolled in nearest Teachers Colleges. Find name of President of this College; find name of superintendent of local schools; name of President of local school board; name of present Superintendent of Public Instruction.

Read and discuss meaning of that part of the Free School Act relating to the connection of manual labor with education.

Write article for local newspapers on Why Good Schools are Needed.

Prepare booklet on Establishment of Free Public Education in Pennsylvania. Make cover and place in school library. Include such points as the following:

School conditions in Pennsylvania before the passage of the Free School Act

Principal points included in this Act

Advantages of free public education

Leaders in securing the Free Public School Act

Find location of the first high school established in local county.

Find amount of money received by local school district from the State; for what purpose this money must be used.

Write for newspaper or magazine publication a review of local school library facilities and needs.

Read and discuss meaning of the passages from the School Laws of the State referring to compulsory education included in grade five.

In connection with the above read and discuss meaning of the following extract from the School Laws of the State.

"Every parent, guardian, or person in parental relation in this Commonwealth, having control or charge of any child or children, between the ages of eight and sixteen years, who shall fail to comply with the provisions of this act regarding compulsory attendance, shall be guilty of a misdemeanor, and on conviction thereof before any alderman, magistrate, or justice of the peace shall be sentenced to pay a fine, for the benefit of the school district in which such offending person resides, not exceeding two dollars (\$2.00) for the first offense, and not exceeding five dollars (\$5.00) for each succeeding offense, together with costs, and, in default of the payment of such fine and costs by the person so offending, shall be sentenced to the county jail for a period not exceeding five days" (Section 1423).

Each pupil choose the three chronological milestones that he considers most important. Give reasons.

Write for press, history of local school or of schools in community or county.

SECONDARY SCHOOLS AND COLLEGES

The following are general suggestions for the development of activities suitable for junior high school groups and for senior high school and college groups. It will be necessary for the teacher to adapt these activities to the needs of his particular students, and to the materials which are available in the local community or the institution attended. For example, the suggestion: "Prepare a digest of the curriculum changes in the common schools during the first forty years of the operation of the Free School Act," might in some schools resolve itself into a search for old records which might give some clue to the subjects taught from time to time in the local schools. In other places students would be sent out to interview the older citizens in the community regarding the subjects which they studied in school. Likewise, some of the activities suggested could be developed only if extensive library facilities were available in the subjects needed. In short, the effective use of these suggestions will depend upon the success of the teacher in adapting them to the students, the community, and the general school or college situation.

JUNIOR HIGH SCHOOL

I. SPECIFIC OBJECTIVES

- A. To teach the facts and principles underlying the social implications of education in the home, school, community, nation and world.
- B. To teach the elementary facts needed to enable the pupil to understand the origin and development of public education in Pennsylvania.
- C. To teach these facts in such a way that the pupil will develop right attitudes toward public education.
- D. To enable the pupil to participate intelligently in civic affairs as they relate to public education.

II. SUGGESTED ACTIVITIES

- A. Education in Pennsylvania from the Granting of the Charter to William Penn in 1681 to the Passage of the Free School Act in 1834.
 1. Prepare an outline showing the subjects which were taught in the various types of schools during this period.
 2. Construct a model of an early school house showing the equipment.
 3. Prepare a brief biographical sketch of some of the outstanding early teachers in the schools of Pennsylvania in your county, your township, borough or city.
- B. The Struggle to Establish the School System Authorized by the Law of 1834 and Subsequent Legislation.

1. Dramatize a teacher's examination for the issuance of a certificate to teach by a Board of School Directors during the early years of the operation of the Free School Act.
 2. Prepare a digest of the curriculum changes in the common schools during the first forty years of the operation of the Free School Act.
 3. Develop a study of school attendance laws during this period.
 4. Show the number of pupils in attendance at various times (Ages included by law).
 5. Find out when the first high schools were established in this State, in your county, your township, borough or city.
- C. How secondary education developed through the extension of the common school upward. Pennsylvania has never had a law limiting instruction to the elementary branches.
- How the extension of the common school evolved into the high school which took over the work of the academies and other private schools of secondary grade.
1. What were the early high schools in your locality?
 2. Develop a history of some early secondary school in your county.
 3. Prepare a statistical study of high school enrollments from the time the earliest figures are available down to the present. Explain the reasons for the trends shown by these figures.
 4. Prepare a summary of the chief laws relating to secondary education since 1834. What legal status did the first high schools have?
 5. Study and discuss the history of the free textbook law in Pennsylvania. How does Pennsylvania's policy with regard to textbooks and supplies compare with the other states of the Union?
- D. Financing Public Education in Pennsylvania.
1. Prepare a brief summary showing how schools were financed in Pennsylvania prior to the passage of the law of 1834. Summarize the financial provisions of the Free School Act. What were the merits and defects of the financial provisions of this law?
 2. Make a study showing the effects of various financial depressions on the financing of public education in Pennsylvania.
 3. Study and discuss the plan for a proposed larger unit of school administration as submitted to the Pennsylvania General Assembly at its regular session in 1932.
- E. Administration of Public Education in Pennsylvania.
1. Write a brief history of the Department of Public Instruction and its function in administering the educational system of the Commonwealth. Note the work of Doctor Samuel P. Bates, at one time Deputy Superintendent and Traveling Agent of the Department of Public Instruction. During the year 1863 Doctor Bates spent most of his time visiting schools of all types. He traveled 8000 miles, delivered 122 addresses and visited 148 schools.
 2. Prepare a biographical sketch of James P. Wickersham and emphasize his contribution to the development of public education in Pennsylvania.
 3. Write a brief history of the office of the county superintendent. Include a complete record of the superintendents in your county and give short biographical sketches of one or two outstanding superintendents.
 4. Prepare a digest showing the duties of school directors from the passage of the Free School Act to the present time.

5. Trace the development of professional supervision and administration of public education in Pennsylvania.
6. Make a study of what has become of your high school graduates over period of years.

F. Higher Education in Pennsylvania.

1. Make a chronology showing the dates of the establishment of various institutions of higher learning in Pennsylvania.
2. Make a study showing enrollments in the various higher institutions at suitable intervals.

G. Problems facing public education in Pennsylvania at the present time and the outlook for the future.

1. Make a brief study showing the effect of the current economic depression on the financing of public schools in Pennsylvania. One of the difficulties in connection with the financing of education lies in the present taxation system of the Commonwealth. Refer to the report of the taxation commission headed by Franklin Spencer Edwards and see what suggestions were made with reference to the development of an adequate system of taxation for Pennsylvania.

H. Teacher Preparation.

1. Write a brief essay on The Early History of the Preparation of Teachers in Pennsylvania.
2. Make a study of the summer normal schools conducted by local school authorities for the purpose of preparing persons to "pass the examinations for teaching" given by the county superintendents.
3. Make an outline showing Pennsylvania's present program for the training of teachers.

I. The School as a Community Center.

1. The public school has always been a community center. Study and discuss the following:
 - a. The old singing school
 - b. The monthly literary society
 - c. The spelling or arithmetic bee
 - d. Local farm show held in the school
 - e. The use of the school building for union religious services
 - f. Other community activities.

J. Adult Education.

1. Summarize the development of adult education as part of the free public school program of the Commonwealth.
2. Make a study of the evening high school as a phase of adult education.

K. Vocational Education.

1. Make a brief outline history of vocational education in Pennsylvania. Distinguish between vocational education programs which are aided by special federal and state funds, and those which must be supported from the regular funds.
2. Summarize the federal laws relating to vocational education.
3. Summarize the laws of Pennsylvania relating to vocational education.
4. What are the aims of the various programs of vocational education.
5. Discuss trends with regard to continuation schools and the relation of these schools to the vocational education program.

L. School buildings.

1. Trace the evolution of school buildings from colonial times.
2. Collect pictures and plans showing the development of school buildings.
3. Write an essay on the relation of the physical school plant to the welfare of the pupils.
4. Discuss the present standards for the erection of school buildings in Pennsylvania.
5. What are the provisions of the law relating to the erection of school buildings?
6. Discuss the function of the Division of School Buildings in the Department of Public Instruction.

M. Retirement System.

1. Outline the development of the School Employes Retirement System.
2. How does such a program of social insurance contribute toward the improvement of the public schools?
3. What is the relationship of superannuation returned for school teachers to social insurance in general?
4. Compare Pennsylvania School Employes Retirement System with systems in vogue in other states with reference to stability and safety of funds, cost to the individual and the community, liberality of provisions. Under what conditions may a teacher receive a disability allowance; a superannuation allowance?
5. How many persons are now receiving allowances in Pennsylvania?

SENIOR HIGH SCHOOL AND COLLEGE**I. SPECIFIC OBJECTIVES**

- A. To teach the facts and principles underlying the social implications of education in the home, school, community, nation, and world.
- B. To teach the elementary facts needed to enable the pupil to understand the origin and development of public education in Pennsylvania.
- C. To teach these facts in such a way that the pupil will develop right attitudes toward public education.
- D. To enable the pupil to participate intelligently in civic affairs as they relate to public education.

I. SUGGESTED ACTIVITIES

- A. Education in Pennsylvania from the Granting of the Charter to William Penn in 1681 to the Passage of the Free School Act in 1834.
 1. Trace the influence of the Quaker attitude toward education in the development of schools in Pennsylvania.
 2. Describe the educational policy of William Penn set forth in the second frame of government, and show what were the social, economic, and geographic influences which prevented the carrying out of the policy of William Penn.
 3. Prepare a statement showing the changing attitude toward education as reflected in the provincial charters of Pennsylvania and the various state constitutions.
 4. Prepare a statement showing the qualifications required of teachers at various times prior to the passage of the Free School Act.
 5. Make a study of Indian education in Pennsylvania during this period.
 6. Prepare a study showing the contributions to education by the chief racial and religious groups which settled in Pennsylvania.

7. Trace the effect of early immigration on educational policies in Pennsylvania and show how the problems of Pennsylvania differed from those of other provinces.
 8. Prepare an outline showing the subjects which were taught in the various types of schools during this period.
 9. Trace the beginnings of vocational education in the early Pennsylvania schools.
 10. What was the Quaker attitude toward the education of women?
- B. The Struggle to Establish the School System authorized by the Law of 1834 and Subsequent Legislation.
1. Forty years passed before the last district in the Commonwealth accepted the provisions of the Free School Act. Summarize the significant developments of this period.
 2. Prepare a digest of the curriculum changes in the common schools during the first 40 years of the operation of the Free School Act.
 3. Develop a study of school attendance laws during this period.
 4. Show the number of pupils in attendance at various times. (Ages included by law)
 5. Discuss the economic and social forces which were responsible for the passage of the Act of 1834.
 6. Study the biographies of the following Pennsylvania educational leaders: Governor Wolf, Joseph Ritner, Muhlenberg, Doctor George Smith, James Findlay, Thomas H. Burrowes, Thaddeus Stevens.
- C. How Secondary Education Developed Through the Extension of the Common School Upward. Pennsylvania has never had a law limiting instruction to the elementary branches.
- How the extension of the common school evolved into the high school which took over the work of the academies and other private schools of secondary school grade.
1. Prepare a history of the curriculum of the secondary school.
 2. Make a study of the movement which resulted in the absorption of the work of academies and other private institutions by the high school.
 3. Develop a history of some early secondary schools in your community.
 4. Prepare a history of the movement for secondary education for women in Pennsylvania.
 5. Prepare a statistical study of high school enrollments from the time the earliest figures are available down to the present. Explain the reasons for the trends shown by these figures.
 6. Prepare a summary of the chief laws relating to secondary education since 1834. What legal status did the first high schools have?
 7. Study and discuss the history of the free textbook law in Pennsylvania. How does Pennsylvania's policy with regard to textbooks and supplies compare with the other states of the Union?
- D. Financing Public Education in Pennsylvania.
1. Prepare a brief summary showing how schools were financed in Pennsylvania prior to the passage of the law of 1834. Summarize the financial provisions of the Free School Act. What were the merits and defects of the financial provisions of this law?
 2. Summarize the changing policies with reference to financing education in Pennsylvania during the past one hundred years.
 3. Make a comparative study of tax rates and expenditures for education in

your local school district at ten year intervals during the past one hundred years. Compare with state figures.

4. Make a study showing the effects of various financial depressions on the financing of public education in Pennsylvania.
 5. Make a comparative study of the methods used to finance education in a number of representative states including Pennsylvania.
 6. Prepare a study showing the role of the Federal Government in helping to finance public education in Pennsylvania.
 7. Study the financial provisions in the state law proposed to the Legislature in 1932.
 8. Study and discuss the plan for a proposed larger unit of school administration as submitted to the Pennsylvania General Assembly at its regular session in 1932.
- E. Administration of Public Education in Pennsylvania.
1. Prepare a study showing the social, economic and geographic reasons for the development of a district system of administration and organization in Pennsylvania. Compare this with the organization of public education in other states.
 2. Write a brief history of the Department of Public Instruction and its function in administering the educational system of the Commonwealth. Note the work of Doctor Samuel P. Bates, at one time Deputy Superintendent and Traveling Agent of the Department of Public Instruction. During the year 1863 Doctor Bates spent most of his time visiting schools of all types. He traveled 8000 miles, delivered 122 addresses and visited 148 schools.
 3. Prepare a biographical sketch of James P. Wickersham and emphasize his contribution to the development of public education in Pennsylvania.
 4. Write a brief history of the office of the county superintendent. Include a complete record of the superintendents in your county and give short biographical sketches of one or two outstanding superintendents.
 5. Prepare a digest showing the duties of school directors from the passage of the Free School Act to the present time.
 6. Trace the development of professional supervision and administration of public education in Pennsylvania.
 7. Make a study of what has become of your high school graduates over a period of years.
- F. Higher Education in Pennsylvania.
1. Prepare a statement of the various policies followed by the Commonwealth with reference to financial support of higher education and indicate what the policy is at the present time.
 2. Trace the development of the preparation of teachers in Pennsylvania.
 3. Make a comparative study of the relative amounts spent by the State for the public schools and for higher education.
 4. Make a study showing enrollments in the various higher institutions at suitable intervals.
 5. Compare the policy of the control of higher education in Pennsylvania with that followed by other states.
- G. Problems Facing Public Education in Pennsylvania at the Present Time and the Outlook for the Future.
1. Become acquainted with the work of the Commission for the Study of Educational Problems in Pennsylvania.

2. Make a brief study showing the effect of the current economic depression on the financing of public schools in Pennsylvania. One of the difficulties in connection with the financing of education lies in the present taxative system of the Commonwealth. Refer to the report of the taxation commission headed by Franklin Spencer Edwards and see what suggestions were made with reference to the development of an adequate system of taxation for Pennsylvania.
3. Prepare a study to show how the present district system of organization handicaps the development of public schools in the Commonwealth.
4. Make a comparative study of the financing of public education in representative states such as New York, New Jersey, Maryland, Florida, Iowa, and North Carolina.
5. What are the influences which are operating to hinder the development of a more adequate state system of public education in Pennsylvania?

H. Teacher Preparation.

1. Write a brief essay on the early history of the preparation of teachers in Pennsylvania.
2. Make a study of the summer normal schools conducted by local school authorities for the purpose of preparing persons to "pass the examinations for teaching" given by the county superintendents.
3. Make an outline showing Pennsylvania's present program for the training of teachers.

I. The School as a Community Center.

1. The public school has always been a community center. Study and discuss the following:
 - a. The old singing school.
 - b. The monthly literary society.
 - c. The spelling or arithmetic bee.
 - d. Local farm show held in the school.
 - e. The use of the school building for union religious services.
 - f. Other community activities.

J. Adult Education.

1. Summarize the development of adult education as part of the free public school program of the Commonwealth.
2. Make a study of the evening high school as a phase of adult education.

K. Vocational Education.

1. Make a brief outline history of vocational education in Pennsylvania. Distinguish between vocational education programs which are aided by special Federal and State funds, and those which must be supported from the regular funds.
2. Summarize the Federal laws relating to vocational education.
3. Summarize the laws of Pennsylvania relating to vocational education.
4. What are the aims of the various programs of vocational education?
5. Discuss trends with regard to continuation schools and the relation of these schools to the vocational education program.

L. School Buildings.

1. Trace the evolution of school buildings from colonial times.
2. Collect pictures and plans showing the development of school buildings.
3. Write an essay on the relation of the physical school plant to the welfare of the pupils.

4. Discuss the present standards for the erection of school buildings in Pennsylvania.
5. What are the provisions of the law relating to the erection of school buildings?
6. Discuss the function of the Division of School Buildings in the Department of Public Instruction.

M. Retirement System.

1. Outline the development of the School Employes Retirement System.
2. How does such a program of social insurance contribute toward the improvement of the public schools?
3. What is the relationship of super-annuation returned for school teachers to social insurance in general?
4. Compare Pennsylvania School Employes Retirement System with systems in vogue in other states with reference to stability and safety of funds, cost to the individual and the community, liberality of provisions. Under what conditions may a teacher receive disability allowance; a super-annuation allowance?
5. How many persons are now receiving allowances in Pennsylvania?

SUGGESTED COMMUNITY ACTIVITIES

The interest and leadership of the community is essential if the observance of the centennial of free public education is fully productive in terms educational betterment. It is urged, therefore, that all community forces unite in making this observance a state-wide project; that the churches emphasize the values of education in their sermons and general activities; that the programs of clubs and other organizations center around educational topics; that the people of every community unite to study local and state educational needs and problems.

The varying conditions in and possibilities of our many urban and rural communities will, in a large measure, determine the nature of the activities and events constituting Centennial observances in different areas. Certainly, there is in each community of the Commonwealth, a fascinating story of educational history, traditions, landmarks, leadership, and events which well may be summarized or used as a background for the organization of dramatizations, pageants, or other concrete expressions.

Any type of community program, pageant, exhibit, fair, or publicity which brings into the light the story of education in the past and the outstanding conditions, problems and characters which have made the present vocation of the community or area what it is, is certain to stimulate the younger generation and stabilize the educational evaluations and standards of our citizenry.

Whatever community program is attempted, long-range activities such as collecting exhibit materials, planning and rehearsing pageants, and the leasing of articles in the local press can well be consummated by a local Centennial Week consisting of appropriate exercises, tableaux, pageants and exhibits which the public generally is invited to attend and view. The program and exercises so planned will afford an opportunity for an appropriate recognition of local leadership in education now past and gone, and a deserved tribute to surviving leaders and contributors, who remain to see the results of their efforts.

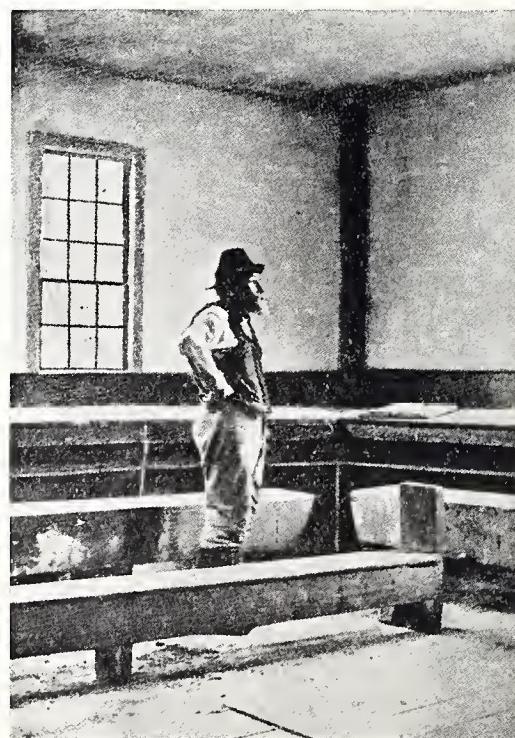
In coordinating a community observance of a century of progress in education, the attention of those responsible could, as a first step, be

centered upon local history and tradition covering local factors of general educational interest.

The extent to which exhibits may be employed in the Centennial service will be determined by local facilities. Lacking the equipment museums and public libraries of our larger centers, there remains, however, to all communities the possibilities of school and other public buildings, grange halls, and like space which can be adapted to a public display of exhibits. For articles of value, local interest and cooperation will cure a temporary loan of suitable display cabinets and show-cases borrowed from local stores and individuals. Educational records, pictures, specimens, reconstructed models, and restorations drawn from descriptions will serve as a means of developing interesting displays. Old educational documents, certificates of teachers, old photographs of pupils and teachers, old maps, old readers, old arithmetics, old copy books, and slates and pencils will stir the dormant memories of most parents and older people.

The local press, where such exists, can be made a most important factor in stimulating interest in the collection and recording of thousands of interesting local educational traditions, events, places, and articles. Through a carefully prepared series of releases including, if need be, the then and reports of high school pupils on different phases of local educational history, educational consciousness and pride can be stimulated in both pupils and parents.

As previously pointed out, hints for adult activities for Pennsylvania Education Week may be found under Suggestions for General Programs and Suggested Activities for the Schools.



THE COMMITTEEMAN CONSIDERS
REPAIRS

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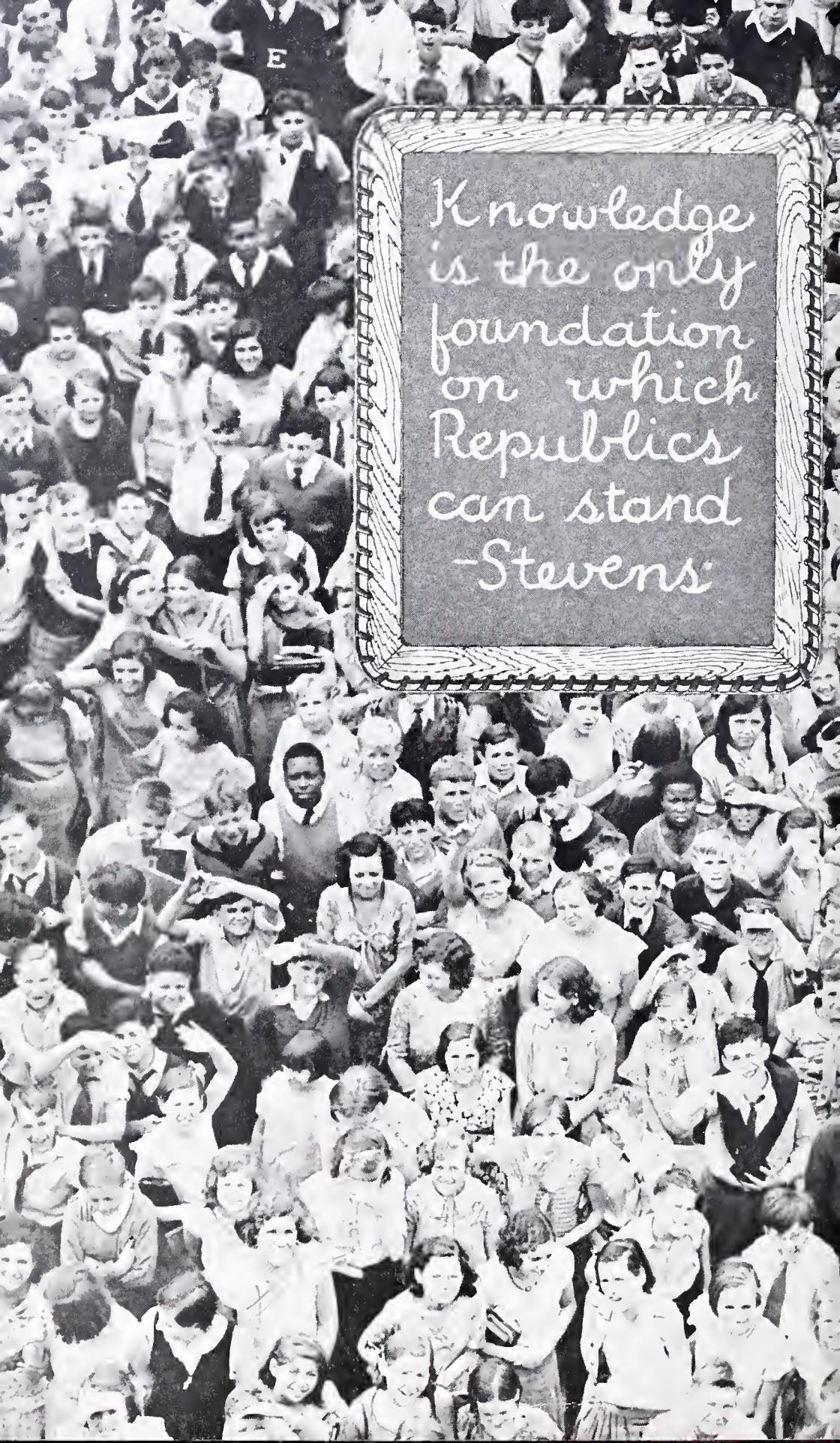
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